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THE OHIO

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EDUCATIONAL MONTHLY.

(Successor to the Ohio Journal of Education.)

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J. R. Spencer

THE

... of the editors had to ourselves to say that the manuscript did not reach us till twelve days after it was due. We had requested and expected only enough to fill four printed pages, but we found sufficient to fill ten pages. We had not space for so much, and have therefore cut down the copy one-half—Eps.



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THE
OHIO EDUCATIONAL MONTHLY:

A Journal of School and Home Education.

JANUARY, 1861.

Old Series, Vol. X, No. 1.

New Series, Vol. II, No. 1.

✓ PLATT R. SPENCER.*

BY S. S. PACKARD.

PLATT R. SPENCER was born in Fishkill, Dutchess county, New York, on the 7th of November, 1800. He was the youngest of twelve children of Caleb and Jerusha Spencer—ten sons and two daughters.

Michael Spencer, the grandfather of Platt, came from England, and landed at Newport, R. I., in the year 1746. He was the father of seventeen children, twelve sons and five daughters—all the children of one mother.

Caleb Spencer, the father of Platt, served his country faithfully in the great struggle of the Revolution, and bore to his grave scars of the conflict honorable alike to his patriotism and courage. In 1802 he took possession of a beautiful farm which he owned at the mouth of Wappinger's Creek, Dutchess county. In 1804 he removed to Windham, Greene county, where he died in 1806, leaving his property so encumbered as to be of little or no value to his surviving family. Platt early evinced an excessive love for study, and was remarkable for his prompt attendance at school,

*It is due to the writer of this article and to ourselves to say that the manuscript did not reach us till twelve days after it was due. We had requested and expected only enough to fill four printed pages, but we found sufficient to fill ten pages. We had not space for so much, and have therefore cut down the copy one-half—Eps.

when that pleasure was afforded him, and not less for his well gotten tasks, and his honorable position among his class-mates, as a "perfect" scholar. In speaking of his first efforts in the mystic art of writing, he says :

"In December, 1807, I was furnished with three sheets of unruled paper, folded and stitched together with brown linen thread—a Barlow knife to make pens with, and a quill fresh from the wing of the gander—and casting for myself from a stray ballet, a plummet, I took my post on a slab bench at a sloping, wide pine board attached to stays that held it to the wall, near a sham knot hole, and under the direction of Samuel Baldwin, Teacher."

At this tender age, and in the midst of difficulties which beset him like a hedge of thorns, the young tyro began to reason upon the inconsistency of attempting to acquire a business style of writing by practicing from models that were anything else than business-like. It occurred to him then, as it has since to thousands, that the most reasonable method of attaining to perfection in the art of writing was first to become perfect in those elements which were to be used in writing.

As paper was scarce in those days, and money with which to buy it, was even more so, with our young hero, he contented himself with the facilities afforded by the frosted ice, and snow surface to trace out the lines and curves, which, to his high-wrought imagination, seemed to combine the *utile* with the *dulce*.

Speaking of this deprivation, he says :

"Paper was entirely too scarce to meet my wants. Up to February, 1808, I had never been the fortunate owner of a *whole sheet of paper*! At this time, becoming the happy proprietor of a cent, I despatched it by a lumberman to Catskill—distant about 20 miles, but the nearest point at which it could be obtained—to buy me that dearest object of my desires, a sheet of unblemished foolscap. My agent made his return at midnight, and the bustle of his return awakening me, I inquired eagerly for the result of his mission. He had been successful, and brought the sheet to the bed to me, which was rolled in a small compass and tied tightly with a black linen thread. It was, of course, much wrinkled—having been brought all the way in his bosom! But it was, not the less, a whole sheet of paper, and all my own; a consideration of sufficient moment to cancel all minor troubles. Before the arrival of my paper my imagination had pictured to me what beautiful work I could do thereon; but the trial proved a failure. I could not produce a letter that pleased me, and I returned to

bed after an hour's feverish effort, disappointed, and to be visited by restless dreams."

In the autumn of 1810 Mrs. Spencer removed with her half-orphan children to the town of Jefferson, the county seat of Ash-tabula county, Ohio. This was then the "far west," and the difficulties of travel in those days rendered the journey one of extreme hardship and no little peril. The journey, which would now occupy less than 24 hours' travel, consumed fifty-one days in its completion, requiring the largest outlay of hardihood and courage.

Few, perhaps, would be able to construct a system of hand-writing from hints furnished by the simplest processes of nature, in flower and streamlet. But those who have been fortunate enough to receive instructions from Mr. Spencer in the well-developed principles of his unapproachable system will properly estimate the following tribute to these beneficent influences, which we copy from his own pen. Speaking of his chirographic travels on the beach of Lake Erie, he says :

"A half-mile of written line brought me to a point where Indian Creek—a rivulet of some volume, whose source was some ten miles south—gently issuing from the unbroken forest, depressed at that point into a space of productive intervale—of broad, flowering maple and dense shrubbery, danced its way in gentle undulations over the soft sands and stones, polished to every shape, and sparkling in all the hues of emerald and alabaster. Thus noiselessly, but replete with beauty, life and motion, this woodland current, in unbroken wavelets, blent gently its estuary pulses with the lake."

Here was a chirographic lesson which the ardent and imaginative mind of the young author could not afford to lose; and to those who appreciate the characteristic beauties of the now fully developed "Spencerian System," the following application of the lesson will be clearly intelligible :

"Every word is a short stream, essential particles uniting principles, letters and syllables, till complete, when mingling with the smooth sentence, it expands into the vast ocean of recorded thought."
* * * "Writing through whole lines, without lifting the pen, increases motion and need not mutilate form. Thus the streamlet taught me the lesson of concatenation, and practicing on this hint gave me greater freedom."

To those unacquainted with the special characteristics of the

"Spencerian System of Writing," it may be well to state that since its successful introduction into schools and private classes throughout the country—and especially the west—a fresh impetus has been given to the Art, and a perceptible change in the *style* of business writing is apparent.

Mr. Spencer commenced the labor of professional teaching while very young, and for many years was the only teacher in the country who approached the business standard. In speaking of the difficulties he encountered while warring against the crude devices of the old system, he says :

"As soon as I commenced teaching the 'Spencerian' beyond my own immediate neighborhood, I met with the most stubborn opposition from the old coarse-hand then in vogue—more from parents and older people than from the young. With the old it was the prejudice of youth, and predominated with those who were no longer in the field of progress, if they had ever been. Some of the young would leave the class because I would not give them coarse-hand copies, but most of the young who solicited coarse-hand copies, on being inquired of if men transacted *business* in coarse-hand, became mute ; and on my telling them that I wished to teach them just such a hand writing as they would desire to use in business, they seemed satisfied, and even pleased." * * * * "Up to 1829 I knew no teacher, nor heard of one, who taught a business style—separate from the old coarse-hand basis—besides myself. Then, Samuel Edgerton, a pupil of mine from the first rudiments, began to instruct classes, frequently returning to me for more science and practice. He became a most splendid artist, and taught thousands—mainly in the south—and died in Mississippi in 1839."

It is safe to say that no man in the country has prepared more *teachers* for the duties of their profession than Mr. Spencer, most of them starting out as did Mr. Edgerton, and "frequently returning for more science and practice ;" and it is equally true that to-day nineteen-twentieths of the successful teachers of writing throughout the country, are either pupils of Mr. Spencer, or have become familiar with his system from instruction elsewhere.

In 1836, Mr. Spencer was elected to the office of Assessor for the county of Ashtabula, which position he filled for two years, and was then elected County Treasurer, in which capacity he served twelve years, with credit to himself and satisfaction to the public.

In 1848, Mr. Spencer, in connection with Victor M. Rice, subsequently Superintendent of Public Instruction for the State of New York, first published his system of Writing in slip copies,

beautifully engraved on steel. This form was greatly his choice, believing it better to put slips before the learner than to have the copy at the top of each page. There are many sound arguments in favor of this plan; but it was found not so well for introduction into large schools, and consequently, in 1859, he was induced to republish and enlarge in copy-book form. His system has been recently re-engraved in the best style of the art, and is now published by the extensive school-book publishing house of Iverson, Phinney & Co., 48 Walker street, New York.

Already these books are introduced and extensively used in the public and private schools of nearly all the important cities of the Union, and are universally commended by teachers as the most practical and successful series of writing-books extant.

We have thus briefly alluded to the important services of a true American in projecting a system of writing which is most surely destined to become the standard for business purposes in this country, if not in Europe.

The small space allotted us has afforded little opportunity to dwell at length on any point either in the history of the system or its author. It is the good fortune of the writer to be reckoned among the personal friends of the author of the "Spencerian," as also to have an intimate personal acquaintance with many professional teachers of the Art of Writing, in various parts of the country; and it is with no slight degree of pleasure that he is enabled to close this sketch with the assurance that, while thousands look to Mr. Spencer with the respect and reverence due to a man of exalted character and superior endowments, none who know him personally fail to bear him in mind as a dear and valued friend.

✓ GEOMETRY IN THE SCHOOL.

BY REV. THOMAS HILL.*

The modern neglect of geometry in common school instruction is partly owing to the eagerness with which the claims of other studies have been pressed upon the teacher's attention, and partly to the insufficient reasons which have been given for the study of the Science of Space.

Enthusiastic men advocate with zeal the introduction into the

*President of Antioch College, Yellow Springs.

common schools of that particular science in which they chance to be interested, and the changes which have been made in the course of study during the last twenty years have been, so far as I have observed them, made without much reference to general principles; some indeed in direct violation of sound principles. Arithmetic has received a very undue share of attention in our schools, and the most popular text-book on numbers, Colburn's First Lessons, was written for, and is used by, scholars too young to study arithmetic at all. Invaluable for scholars of fifteen years of age, it is frequently put into the hands of children of eight or nine, where it is much worse than useless. In like manner grammar, which properly belongs only to children of 13 to 17, is frequently taught to children of from 9 to 12. Latterly human physiology has been introduced, in some States by State authority. The attempt to crowd physical sciences into schools in which the scholars are totally unprepared by their earlier training for such studies can only have the effect of injuring the school,—and in the struggle to introduce a variety of branches some of them, perhaps the more important, will be crowded out.

Now in advocating, as I do, the introduction of geometry into the common school, I come not as a mere enthusiast for that particular science, and with a deep sense of its importance, causing me to underrate the claims of other things. I say that on the admitted principles of psychology, and of metaphysics, it can be shown that geometry should precede all other studies. The study of matter must precede the study of mind, and the first attribute of matter that catches the child's attention, is Form. The analysis of form and its laws is, therefore, by nature, the first thing for the child to learn. The knowledge of matter logically presupposes ideas of space and time—the knowledge of human history presupposes some knowledge of the material world, the theatre on which the scenes of human history are enacted—the knowledge of the human mind presupposes an acquaintance with the history of its development,—and a knowledge of God consists in a knowledge of His relations to us. Thus it appears that the five grand divisions of Science follow logically in this order; Mathematics, Physics, History, Psychology, and Theology. These are capable of subdivision into Geometry, Arithmetic, Algebra, Mechanics, Chemistry, Physiology, Intellectual Philosophy, Æsthetics and

Ethics, Natural Theology and Revealed Religion. And it might easily be shown that the youngest child is constantly receiving lessons from Nature and Providence, concerning each of these five grand divisions, if not in each of the fifteen subdivisions. But the child can profit by the lesson in one department, only on condition of his being sufficiently prepared in the previous departments.

Our schooling, to be natural and efficacious, should follow this plan. First of all the infant should be taught to analyse forms. This is his first scientific task, leading directly in the great high-way of learning. It is true that he may be also taught, nearly as early, to analyse vocal speech into its elements (but beware of the most pernicious habit of teaching him the *names* of the letters instead of the *sounds* they stand for), and perhaps to analyse colors into the primary colors. But these belong so largely to the Esthetic department, and lead so indirectly and circuitously to any higher intellectual results, that I may safely assert that analysis of form is the first lesson in science. For the text-book from which this lesson is to be taught, you may take pasteboard triangles, and little wooden bricks, and allow the child to build for itself, or to form figures by placing the triangles together. To the same end give him a slate and pencil, to copy the figures he has made or to draw the picture of what he will. Give him these, not so much to develop artistic talent in him, as to make him accurate and precise in his observation of form. When he has acquired the rudimentary knowledge of geometry, which may be thus communicated, he is ready to receive, intelligently, some instruction in physics,—on the mechanical properties of matter, on the most obvious chemical changes, and on natural history, especially in the recognition of plants and animals by their forms, and the latter by their notes or cries. Then he is ready for an intelligent study of geography and of history. Keep back any extensive study of arithmetic, beyond cyphering by rule in the four fundamental rules, and the decomposition of composite numbers into factors, until the age of at least 12 or 13. Exclude grammar (except the mere names of the parts of speech and phonetic analysis of spoken language) until the same age. Teach the child to read by the use of phonotype,—and let him learn to spell only by learning to read and write fluently. The time thus saved

from arithmetic, grammar, and the spelling book will enable him to gain a knowledge of geometry, botany and zoology greater than that of half the graduates of colleges, and the arithmetic and grammar will be more thoroughly mastered in one year from the time he enters upon them than if he had wasted years upon them.

Geometry, the science of form, is the first distinctly intellectual or scientific object of thought, and should therefore be recognized as the foundation of learning, and as the first thing to be taught (in its fundamental elements) to the common school scholar.

But its pursuit is usually recommended upon fallacious grounds. It is recommended as a logical drill of the understanding, and as a course of exercise for the attention. Doubtless these are high recommendations for scholars whose reasoning faculties are beginning to be developed,—but if geometry could not be taught without a strain upon continuous attention and close reasoning, it would be unfit to assign to children under 14 or 15 years of age. Children observe facts before they are capable of framing hypotheses, and they frame hypotheses and build imaginary worlds before they can reason deductively concerning realities. Modern thinkers as well as ancient, are certainly capable of error; and the modern rage for simplifying reasoning processes, and teaching young minds to be old before their time, is, I think, a modern error. The perceptive powers, the imagination and the reason are successively developed. Light, hearing, taste, smell and touch are perfect in a child of ten. The imagination is in its fullest development by the age of eighteen, but the reason is seldom in full power until the age of twenty-four or more,—we might even extend the age of imagination to twenty and of reason to thirty without much danger of overstating. The early studies of the child should therefore deal principally with facts directly cognizable by the senses. Next, he should pass to those lessons which require him to form clear mental pictures, of that which is not directly presented to his senses. Afterwards he should add studies that require reasoning and inference. Not that the latter studies then exclude the former. The early studies must be pursued alone, as a preparation for the latter, but when the later studies have been taken up, the habits of close and accurate observation and of exact definite conception formed by the earlier lessons are still to be kept up and will prove their value by furnishing more trustworthy data upon which the reasoning powers may work.

Now the peculiar value of geometry is, that, as taught from solid objects, or from diagrams, without reasoning, it gives the first lessons in accurate, discriminating, precise observation,—as taught by oral description without diagrams it cultivates, more than any other study, the power of clear, definite imagination,—and as taught from ordinary text books it cultivates, as is universally confessed, the power of pure logical deduction, and of patient continuous attention to a chain of inference. The second part of this description of the peculiar value of geometry, is that which I would press particularly upon the attention of teachers.

The imagination is an essential faculty of a rational mind. What we actually see with the outward eye occupies but a small part of our attention. The present is only a zero point between the past and the future, and we live upon memory of the past, reproduced and modified by the imagination,—and upon hopes of the future, built, shaded, lighted, colored, made resonant with the voices of joy or of sorrow, by the same wonderful faculty. All our plans, all our actions, all our thoughts are then founded upon data, partly, if not chiefly, furnished by the imagination. Nor is Science to be excepted from this observation. The laws of matter are not directly cognizable by the senses;—nor do the phenomena perceived by the eye and ear present unmixed examples of obedience to those laws. Friction and the resistance of the medium prevent, for example, a direct illustration of the fundamental laws of mechanics;—and, to make an example from a higher science, local pride, family interests, personal predilections, religious prejudices, &c., interfere in commerce with a pure unbiased action of the laws of supply and demand, competition or monopoly. To understand fully any law of science requires, therefore, an imagination sufficiently vivid to free the phenomena from extraneous matter, and sufficiently clear to trace correctly the corresponding results. Now the culture of this precise imagination, this power of forming distinct, clear, mental images is better cultivated by geometry than by any other study.

Many persons think of imagination as the faculty which builds castles in the air, and is nurtured by fairy tales, or works of fiction; but a moment's reflection would show them that the power to conceive of any image in space, even of a straight line made visible to the mental eye, is truly a part of the same power of

imagination. The geometrical diagram cannot be made perfect; so that even with the diagram before him, the young student taxes his imagination to form a perfect figure before his mind's eye. As he advances he becomes more independent of the diagram and learns to construct figures, and draw curves merely from the written description. Finally he invents laws to which to subject the imagined motion of imagined points,—and even subjects them in imagination to the control of unimaginable laws;—endeavoring to pierce the very mystery of that divine geometry according to which all outward forms were fashioned, and to learn the whole limits of that field of the possible and the impossible out of which the actual figures of created things were selected.

The power of imagination thus trained to precise action by the study of geometry, (which for this purpose may be divested of all reasoning and thought independent of its demonstrations,) will be found directly useful in all mechanical sciences, and in discerning the forms of organized beings, and indirectly useful in all sciences founded on chemistry and physiology. Nor will its usefulness be lost when even zoology and geology are left behind. The highest sciences no less demand a clear, distinct and accurate image of the things concerning which they reason. The statesman and the divine must mislead themselves and their followers if the ideal world in which they live and concerning which they reason, does not conform to the actual world, in which their duties and responsibilities lie. From the false glare of indistinct images, from the erroneous data of incongruous hypotheses, they might have been saved had they from childhood learned to train the plastic power of their minds to the formation of such precise, self-consistent, and perfected images as geometry demands and obtains from every successful student of her mysteries.

✓ EXTRACTS FROM THE DIARY OF A SCHOOL EXAMINER.

No. III.

October, 1855.—For several years past, numerous applicants hailing from the “Altisonant Institute,” have attended our spring and fall examinations. The rating of these candidates for pedagogical honors has never been very high; which has led us to

infer that the real merits of said "Institute" are not very great. We have ever entertained a warm feeling for the "Professors," as they are always styled by their pupils, because we know them to be earnest, energetic men—masters of the branches they attempt to teach. Why their instruction should be productive of so little good result, has long been a vexed question with us. Report said they labored diligently in their schoolrooms, and we could not discover that they were guilty of any special indiscretions or eccentricities. To be sure there was an assumed dignity, the air and manner of Sir Oracle about them—always a characteristic of those who are accustomed to have their own way—but we have noticed this so often in teachers that it has ceased to annoy us, though it is undoubtedly an enormous fault. Why cannot *all* teachers talk and act like other people? They are a part of the community, and much of their usefulness depends upon their *real*, not *hearsay* knowledge, of the wants, follies and prejudices of their patrons. Surrounding themselves, as many do, with an atmosphere of chilly reserve; given as many are, to continual fault-finding, they fail to reach the popular heart, and certainly never understand its beatings. The teachers at the "Altisonant" had a large allowance of this "projection of self-conceit"—evidenced, frequently, in unsparing denunciations of real or fancied wrongs in the social, religious and political world—occasionally in hair-splitting criticisms of the text-books in general use, or in declarations of independence of text-books whatever.

Their students, we found, could be divided into two distinct classes: a small number thoroughly acquainted with the branches in which they were examined: the great majority superficial in everything. Those belonging to the first class, did not differ materially from other good students: members of the second would sometimes answer readily and accurately—but generally there was that fixed look with the eye turned a little askance, which indicates not vacancy, but an attempt to recall from memory something that has been carefully stored away. And then their written answers presented those curious examples of *dovetailing* together the odds and ends of disjointed truths, which mark the awkward disciple attempting to use the *dicta* of his master as his own.

These facts combined, induced me, a few days since, to ride over to ———ville on an exploring expedition. By playing the

part of Paul Pry a little, I hoped to discover what was wrong in the management of the "Altisonant."

I found ample accommodations for the large number of students in attendance; good, well-selected apparatus; a valuable cabinet and fair library; in fact, all the appurtenances belonging to an academy of a high grade. I visited the recitation rooms to learn the methods of instruction pursued. One thing struck me as peculiar, although black-boards were plentifully furnished, they seemed to be used almost exclusively by the teachers. On every available space were written classifications, synopses, demonstrations—all accurate, exhaustive—evidently the product of much thought and research; but during the entire day, I did not see a single scholar take chalk in hand, nor observe those whitish marks chalky fingers will leave upon the clothing of the most tidy. In the Grammar Class I listened to a learned lecture on the uses of the word "what;" a long criticism on the "vicious ways," (to use the language of the lecturer,) different grammarians have adopted to dispose of it when used as a relative; but the hour expired without a word being uttered by any member of the class. They all paid respectful attention, and some appeared interested; yet towards the close there was a restless shifting of position, and an anxious glancing at the clock—clearly indicating a wish that the lecture was over. In the Mathematical Room there was presented a long and to me interesting analysis of the Rule of Three. Every supposable question was answered—every theorem having the remotest relation thereto demonstrated—but I waited in vain for the time to arrive when the lips of the scholars should be unsealed.

So with every branch—even those which required much to be recited *memoriter*. A few questions indifferently answered furnished sufficient material for a lecture occupying the remainder of the hour. Usually this was a criticism on the views and conclusions of the author: not very complimentary either of his style or judgment.

Surmising that I might have visited the school on a "lecture-day," I concluded to remain and see how much of each lecture had been remembered, and how well the scholars would acquit themselves in the expected forthcoming *quiz*. I was disappointed. As before, the teachers talked; their pupils, like good boys and

girls, seemed to think that "children should be seen and not heard."

This system was so peculiar, so unlike what I should have recommended for scholars of equal advancement, that I was anxious to know more about it, and gladly accepted an invitation to spend the evening with the Principal. The kind courtesy with which I was entertained prevents my entering upon my diary *all* the conversation we had. The following dialogue contains the substance of that portion relating to the Altisonant system of education :

Principal.—So you think our students have not been judiciously instructed; and that is the reason why so many of them fail at your examination. I am glad that an envious feeling at our success in securing patronage has not influenced you. We flatter ourselves that few schools are supplied with as thoroughly prepared teachers as the "Altisonant." You have been with us two days. During that time have you seen anything wrong in the demonstrations we have made—the instruction we have given? Do not our classifications and synopses show great labor and research on our part?

School Examiner.—I question neither the ability nor the industry of your teachers. They are undoubtedly actuated by the best motives. I cannot approve your system, because I think it vicious in the extreme. If my views are wrong, I am ready to abandon them. Will you be so kind as to state the age, previous associations and mental discipline of your students, and then give me the reasons which led you to adopt your peculiar method of instruction?

Principal.—With great pleasure. Our scholars are of all ages, from ten to thirty. Most of them are from the country, where they have had limited educational advantages; in fact, the greater portion are unacquainted with the elements, even, of an English education. Some come here because they are disgusted with the regulations and instruction of other schools. They remain with us from three months to five years; averaging, say, two sessions of four months each.

School Examiner.—Can any considerable number of these confine their thoughts to any subject for any length of time?

Principal.—On the contrary, we find it almost impossible to secure their attention at first, or to make them comprehend the

simplest demonstrations. We do not consider ourselves responsible for this. We present our views in as clear a manner as possible—but do not pretend to furnish understanding: neither do we pretend to supply any deficiency in the essential article of brains. *We* furnish the *material* of knowledge: *time* furnishes the *opportunity* for acquiring it. If our instruction is not understood it is chargeable to their want of capacity, not to any want of clearness on our part. We give task lessons in our text books, but our recitations are limited as to time, and we think more good can be done by our illustrations than by a dull drill. Further, text books are so full of errors both in classification, arrangement and principles that we cannot conscientiously follow them—therefore, much of our time is spent in exposing their errors and inconsistencies. Occasionally we have drill exercises. These, however, are tiresome both to teacher and scholar; and, consequently are not so frequent as some of our students desire. Now, what objection have you to this system? Please explain yourself.

School Examiner.—I will do so. First, our own observation has convinced us that heretofore it has failed to make good scholars. Secondly, you attempt to instruct undisciplined minds in a manner which presumes a thorough intellectual training as a prerequisite. Thirdly, you go on blindly from day to day, pouring into the ears of your scholars a mass of information on various subjects, without reference to age or capacity to comprehend, and adopt no means by which you can ascertain whether your lectures are understood or remembered. The first and third objections are sufficient to condemn the whole system. I will say a few things having reference to the second. Your scholars need training, educating, not instruction; for that they are not prepared to receive, except incidentally. You should teach them to think, not deluge them with the thoughts of others. They possess a great amount of *unused* power: teach them *how* to use it—and so arrange your recitations as to *make* them use it. Lecturing them will do little good: they want *work*. To accomplish this, your method of procedure must be reversed. Instead of long lectures on the philosophy of language, I should commence with the analysis of the simplest sentences; following strictly the method recommended in the text book I should adopt, that in their hours of study my scholars might have before them a recognized model. I should

require them to practice this analysis until they thoroughly understood, and could apply it. Then I should proceed to the analysis of more complex sentences. When my course of analytical lessons was completed, I should one by one take up the parts of speech, their modifications and uses, and assure myself that every scholar formed clear, definite conceptions of them. Or, I would give variety by teaching Analysis and Syntax in alternating lessons. In doing this I should endeavor to keep myself in the background as far as possible. My labor would consist simply in directing their efforts or in concise explanations of the principles involved in the subject studied. By all means, *I should avoid finding fault with my author*. This method, systematically followed, would not only teach them Grammar, but would also be a salutary mental discipline. So with Arithmetic. Let them learn the *processes* first. Satisfy yourself that they can apply the *rule* to a given example. They have something tangible now—something involving philosophy. Proceed to *dissect* the process—and make them follow you, until all its parts are separated and their relation to each other understood. When this is done review again and again the whole subject, until, by continued repetition, it is treasured up in the memory, not as a string of empty words, but as a jewel of philosophical truths. “*Saepe stylum vertas*,” freely rendered, is the motto of every successful teacher. As for the errors in our text books, they are few and unimportant. Their classification may not suit us because our standpoint is not the same as that of their authors. Yet the printed page is so great a help in any system of education, that it may not be thrown aside because it does not tally with our puerile niceties in criticism.

Principal.—But, my dear sir, your system is laborious, and would require much time. Two years thorough drilling would scarcely suffice for either branch mentioned in your illustration.

School Examiner.—I cannot help that: an educated mind is no mushroom growth. Any number of years under your method will make nothing better than conceited blunderers. The few good scholars you send out from the “Altisonant” are not the product of your system. They either have received thorough training before they come here, or their own native talent develops by its own spontaneous action. Of that I am sure. Pardon my frankness, my friend, and now, good night.

As I returned home in the dark, and knew that on either hand were stubble fields from which rich harvest had been reaped, or heard the wind rustle the dry blades of the unshocked corn, I thought how ridiculous the farmer would appear who should cast the precious seed upon untilled ground, and expect Mother Earth to give in return "seed to the sower, and bread to the eater." Yet how many think a harvest of thought can be reaped from an untrained intellect, by merely scattering upon its untilled surface the husks of verbal aphorisms.

And I retired, to sleep, and to dream. I was a boy again, allowed to sit, with thumb in mouth, on the low seat near the fire, in the old school house, to keep silent while the members of Ollapod's Lyceum discussed the weighty question "*Au chime-ra bombinans in vacuo devorat secundas intentiones.*" I dreamed I grew wondrous wise listening to their "words of learned length and thundering sound." And then I was a student at the "Altisonant," impulsive, but eager to learn, upon whom was inflicted an hour's lecture on the word "what." My feeble will could not control my wayward imagination, and while the lecturer talked my thoughts wandered to the green fields and shady woods; but recollecting myself I chid my roving fancies, the next moment to find myself by the side of the "cow with the crumpled horn" in the nursery tale of "The House that Jack built." Again, I was an old, grey-headed man, with a row of empty, sealed wine bottles before me. Long and earnestly I endeavored to fill them, but the precious juice would run down their sides and form pools on the floor in spite of all I could do. So I got vexed and angry. My little grandson, who had been watching me, brought me to a sense of my absent-mindedness by inquiring "*Grandpa, why don't you take the corks out?*" Seeing how great a dunce an old man may be, I commenced laughing and awoke.

On waking, the first thought that entered my brain was, that other persons besides myself had attempted to fill bottles without first uncorking them.

MAXIMS.—It is hard work to teach people who can learn nothing without being taught.

A man is slow to perceive his own slowness of perception.

Poetry.

DRIFTING AWAY.

BY W. D. HOWELLS.

As one whom seaward winds beat from the shore,
Sees all the land go from him out of sight,
And waits with doubtful heart the stooping night,
In some frail shallop without sail or oar,
Drifting away!

I ride forlorn upon the sea of life,
Far out and farther unto unknown deeps,
Down the dark gulfs and up the dizzy steeps,
Whirled in the tumult of the ocean strife,
Drifting away!

Like faint, faint lights, I see my old beliefs
Fade from me one by one, and shine no more;
Old loves, old hopes lie dead upon the shore,
Wept all about by ghosts of childhood griefs,
Drifting away!

O never more the happy land shall glow,
With the fair light of morning on mine eyes;
Upon its loftiest peak the sunset dies,
And night is in the peaceful vales below,
Drifting away!

I rise and stretch my longing arms in vain,
And fold in void embraces on my breast
The nothing claspt, and with dim fears oppress,
Cry to the shores I shall not see again,
Drifting away!

Mathematical Department.

EDITED BY W. D. HENKLE, LEBANON, OHIO.

PRIZE PROBLEM.

A tree 150 feet high, standing on a hill, breaks off, leaving the broken piece still attached to the remaining part, so that the top strikes 35 feet down the hill, and the horizontal distance from the foot of the tree to the broken piece is 20 feet. Where did the tree break?

[The prize for "the best and happiest solution" of this problem will be *Brande's Encyclopædia*, from M. Judson Vincent, of Summerfield, Mich. Only four solutions have as yet been sent in, and they all differ in their results. We hope new correspondents will join the lists.—ED.]

No. 15. Mr. A. P. Morgan and N. S. Werts give $\frac{4}{3}$ as the numerator and $\frac{7}{3}$ as the denominator of the fraction that represents the answer. Goldrick seems to have misconceived the problem.

EXAMINERS' PROBLEM.—Goldrick's solution of this problem is wrong. The problem results in the following equation:

$$x^2 - 238y^2 = 332 \times 238 + 9 = 79025$$

in which x is a side of the original square and y a side of the smaller square.

The equation is indeterminate, and is satisfied for $x=12345$ and $y=800$.

PROBLEMS FOR SOLUTION.

No. 16.—Required the greatest possible number of hills of corn that can be planted on a square acre, the hills to occupy only a mathematical point, and no two hills to be nearer than $3\frac{1}{2}$ feet.

No. 17.—Required the greatest possible number of balls an inch in diameter that can be put in a cubic box of which the solid contents is a cubic foot. Also the number when the balls are heaped.

No. 18.—What is the shortest distance from a point in latitude 40° N. and long. 100° W., to a point in lat. 40° N. and long. 100° W., also the direction of the course, the earth being considered a perfect sphere and diameter 8000 miles.

HIGHEST BUILDINGS IN THE WORLD.—The following list of lofty buildings is taken from the French Scientific Almanac (*Annuaire par le Bureau des Longitudes*) for 1860. The measurements are above the earth in each case (not above the sea):

Highest Egyptian pyramid,	-	-	-	-	479.00
Tower of the Strasburgh Cathedral,	-	-	-	-	465.90
Tower of St. Etienne (Vienna,)	-	-	-	-	452.75
Bell of St. Peter's (Rome) over the dome,	-	-	-	-	433.00
Tower of St. Michael's (Hamburg,)	-	-	-	-	426.50
"The Arrow" of Antwerp Church,	-	-	-	-	393.70
St. Paul's at London,	-	-	-	-	360.90
The Milan Cathedral tower,	-	-	-	-	357.60
Pantheon at Paris,	-	-	-	-	259.18

WINTHROP B. SMITH & CO.

Winthrop B. Smith, the Senior member of the Publishing House of W. B. Smith & Co., was born in Washington, Litchfield County, Connecticut, in the year 1808. He removed to Cincinnati in 1833, where he associated himself with W. T. Truman; and together, under the name of Truman & Smith, they engaged in the book-business the same year; and the following, in 1834, they commenced the publication of the "Eclectic Series of School Books."

It is difficult to conceive at this time, when our schools are most liberally supplied, not only with all kinds of excellent school-books, but with every educational appliance which an enlightened and generous support of our schools demands, the evils which both teachers and pupils *then* suffered in consequence of the wretched miscellany of books existing in schools. Robinson Crusoe, Pilgrim's Progress, the Testament, Book of Martyrs, &c., &c., were each and all used as manuals in reading; and, as a consequence, classes were indefinitely multiplied, the teachers' labors increased, and the value of his instructions greatly diminished. Cut off from the eastern cities—railroads not then introduced—and isolated, as it were, from all educational enterprises, our schools struggled on as best they could, with poor facilities, poor organization, and stinted support. Mr. Smith conceived the idea of having prepared, published, and introduced into the schools of the West, a series of elementary text-books adapted to the wants of schools, well-graded, progressive, interesting, instructive, appropriate. Acting upon this idea, Prof. W. H. McGuffey, then of Miami University, Oxford, was engaged to compile a Series of School Readers. These were first published in 1834, and may justly claim to be the pioneer school-books of the West. Since that time the Eclectic Series has been repeatedly revised, improved, enlarged, additions made to it, until now, when the annual sales of the different books constituting it, exceed two million copies.

Truman & Smith continued together until 1842, when Mr. Truman retired and Mr. Smith continued the business alone till 1845, when the present firm of W. B. Smith & Co. was organized.

The number of operatives employed in all the different departments of the establishment, in manufacturing, packing, and shipping—is about two hundred.

The Eclectic Books are printed from electrotypes, copper-faced plates, upon Adams' new patent Power Presses of which, at times, there are seventeen, driven by steam, and exclusively engaged in printing "School Books for the Million."

The following sketch we copy from the *Christian Advocate*:

"Down beneath the cloud of smoke created by the hand of industry, and which constantly hangs over the city; and in among the vast workshops and warehouses of trade that have given wealth and fame, and which are constantly adding to the prosperity of Cincinnati, is much of extraordinary interest. The great improvements in mechanical science during the past few years, the introduction of steam machinery into nearly all departments

of industry, with a free exercise of that enlightened enterprise which distinguishes the business men of Cincinnati, has caused the erection of establishments, whose vast extent of business is never dreamed of by the thousands who daily pass beneath their shade.

"Who of the throngs that crowd the busy center of that great and growing city, conceives that right *there* is located a vast auxiliary to the cause of education—a workshop, where the lessons of hundreds of thousands of youth are prepared with great care, skill, and ability, and from which they are sent forth in exhaustless quantities over the whole country? Who supposes that there is in Cincinnati, the largest publishing house of *Common School Books* in the world? Surprising as it may seem, it is nevertheless true.

The establishment we allude to is that of W. B. Smith & Co., Educational Publishers. It is an old established house, but has recently taken possession of new buildings, planned and erected expressly for the better prosecution of the immense business of the firm. Messrs. Smith & Co., are exclusively publishers of class-books especially adapted to the various branches taught in the Free Public Schools of the country—books well and widely known as The Eclectic Educational Series.

On the character of the Eclectic Series it is not designed to dwell. The public long since passed its opinion upon their merits. The fact that about Two Million of copies are sold annually, is more significant of the esteem in which they are held than any thing we might say in their praise.

It is well known that Messrs. Smith & Co. have persistently refused to add to their list of Educational Works, only so far as they could procure those of undoubted superior merit, and of the most pure and elevated moral tendency, calculated to imbue the minds of youth with a love of truth and virtue. To this, is undoubtedly owing, in a great degree, the unprecedented popularity of their School Publications.

The establishment consists of three buildings, located on Walnut and Baker streets. The front is of iron, gothic style of architecture, and presents a massive and solid front. The building is 100 feet long, and five stories high above ground. The first story is the business room. Above and below, the books are carefully stored, and clerks and porters are constantly employed in packing them for shipment; for the entire country seems to be within the business field of this firm.

The second building is in the rear of, and connects with the first, through arched passage ways, closed by double sets of iron doors. It fronts on the south side of Baker street, and is 32 by 84 feet, and six stories high. The lower story is level with Third street, from which it is accessible by a private alley, and through which are received the enormous quantities of printing paper used by the establishment. This paper is forwarded on a steam railway through this building, and, by a subterranean passage under Baker street, to the printing-house. The upper stories of this second building are occupied entirely by the bindery. In one room, neatly-dressed, intelligent-appearing females are engaged in folding the sheets; in another, arranging them in proper order; and in another, stitching and sewing them, with the aid of machinery. From their hands, the half finished volumes pass to the binder, who completes the work; and then, steam forwards the finished books to the store rooms.

The third building is on the north side of Baker street, and is connected by a subterranean tunnel with the other buildings. To the left of this tunnel, beneath the street, fire-proof vaults have been excavated, walled up and arched over by solid masonry, in which the valuable stereotype plates of the firm are deposited, and where they are secure from injury.

The north building is 40 by 90 feet, and six stories high. The cellars are used for preparing the paper for printing, from which it is elevated to the

next two stories by steam, in which are the steam printing presses. The presses employed are Adams's new Patent Power Presses, the most complete and finished ever invented. These are arranged in perfect order, standing side by side, and forming lines, which extend down the long rooms, where from morning till night, day after day, and month after month, they toil unweariedly on, multiplying the means of instruction and intelligence to thousands upon thousands of the children of the land. Order, system, and perfect execution of duty prevail here, as in all other portions of the establishment. Above the printing rooms is another branch of the bindery.

These buildings are models in their way. One is struck with the cleanliness and order witnessed in every department, and the quiet air that pervades throughout. The proprietors have spared no expense in providing every convenience and comfort for the operatives. To the female departments are attached neat and pleasant dressing rooms; they are retired, and furnished with every convenience. The best plans have been consulted as to light and ventilation, so essential to health, and the rooms are remarkably pleasant and cheerful. The buildings are fire proof, and are heated throughout by steam, conveyed through iron pipes to every room of the establishment, rendering the different departments uniformly warm and comfortable, for the great number of persons to which the house gives employment.

We regard this establishment, devoted exclusively to the diffusion of useful knowledge in the various branches of elementary education, as a great benefactor of the youth of our land. In it, talent, capital, and the improvements of steam machinery are combined in producing School Books for the Million, and, with commendable fidelity, furnishing them *at the least possible remunerative cost.*"

The Eclectic Series embraces the following works :

ALPHABET, SPELLING, READING.

McGUFFEY'S

Primary School Charts, 6 numbers.	New 4th Eclectic Reader.
Newly Revised Eclectic Speller.	New 5th Eclectic Reader.
New 1st Eclectic Reader.	New 6th Eclectic Reader.
New 2d Eclectic Reader.	New High School Reader.
New 3d Eclectic Reader.	New Eclectic Speaker.

ARITHMETIC.

Ray's 1st Book, Primary.	Ray's Higher Arithmetic.
Ray's 2d Book, Intellectual.	Key to Practical Arithmetic.
Ray's 3d Book, Practical.	Key to Higher Arithmetic.

ALGEBRA.

Ray's 1st Book, Elementary.	Key to 1st and 2d Books.
Ray's 2d Book, Higher.	Geometry. (Preparing.)

ENGLISH GRAMMAR.

Pinneo's Primary, for Common Schools. | Pinneo's Analytical, for Acades.
Pinneo's English Teacher, a work on Analysis.

We will add one fact further: This House has annually paid the *Ohio Journal of Education*, and its successor, *The Ohio Educational Monthly*, a liberal amount for advertising. Suppose all other Publishing Houses "go and do likewise," and see if prosperity do not follow so wise an operation.

Editorial Department.

REQUEST.—We earnestly request our readers to furnish us with items of educational news in their respective localities. We find that our "Monthly News" is by many regarded as the most valuable feature of our periodical; and we would have our friends understand that this department costs us more labor than all others. In our travels we gather what facts we can, but we are chiefly dependent on our exchanges. But we often find them almost destitute of school news.

Please write on but *one side* of your paper, and detached from writing pertaining to other matters.

PRIZE ESSAY.—In our October number we offered a premium for the best article on *Common Sense in Teachers of Common Schools*. Many papers have been received, and the one which we esteem the best will appear in our next number.

OUR TEACHERS, AND WHENCE SUPPLIED.—Since the State undertakes to manage the education of the children of the State, and since the quality of this education depends upon the character of the Educators, it must be to the General Assembly a matter of deep interest to understand what are the qualifications of our Teachers. Nothing is more truthful than the maxim, "As is the Teacher, so will be the School."

We have in Ohio about twenty thousand Teachers in our public Schools, nearly equally divided between males and females. Are they well qualified for the work in which they are engaged? A more important inquiry than this, could scarcely be made. If, to a great extent, they are to mold the characters and shape the destinies of our almost nine hundred thousand children, their own characters become objects of deepest interest to all parents, and all persons who take an interest in the prospective character of the people of Ohio. It is not any easy matter to give an exact answer to an inquiry concerning the fitness of all our Teachers for their employment. We have no standard by which to gauge their qualifications. Their knowledge of the branches which they teach is not the most important point to be considered in deciding upon their qualifications for their work. Sound judgment, good *common sense*, knowledge of human nature, some acquaintance with the various business occupations of life, tact in teaching and disciplining, a kind and persuasive manner, and pure morality are, to say the least, worthy of as high

consideration in the character of Teachers as are those branches of learning upon which they are examined for official certificates. But it is not so easy a matter to ascertain their qualifications in these particulars as in those upon which they are examined. And the certificates which they receive are not always decisive in regard to their knowledge of the common branches of learning; for there is no common standard governing the action of our Boards of Examiners. In one county examinations are strict, and the candidate finds it difficult to pass for more than he is worth. In another county nearly all applicants receive certificates, however ignorant and unfitted for teaching they may be. From statistics gathered from the various counties of the State, it appears that a majority of our Teachers hold certificates of not more than six months duration, while but a few hundreds have been judged worthy of those of the highest grade, to-wit: two years. It is proper to mention that the Teachers in the graded schools of our cities and villages are not included in these estimates, inasmuch as they are not examined by our County Boards, but by local Examiners.

We can form an estimate of the qualifications of our Teachers by ascertaining whence they are supplied; and what have been their school opportunities. We have no figures at hand to justify an attempt at exact statements; and the estimates made are based chiefly upon general acquaintance throughout the State. We are confident that these estimates will be a pretty close approximation to the facts in the case.

It is our opinion that about three thousand of our Teachers have, within the last five years, come from the Eastern States; chiefly Northern New England and New York. A large proportion of these Teachers are engaged in the Schools of our larger towns. It may, however, be mentioned that a majority of the prominent local Superintendents are Ohio men by education, and in most cases, by birth.

Ohio Colleges have finished but few of our *professional* Teachers; though many of their under-graduates engage in teaching for a few months each year. This is especially true of Oberlin College, whose winter vacation of three months was arranged for the express purpose of affording students an opportunity to teach without the serious interruption of their studies. Several of our Colleges, including those at Oberlin, Delaware and Yellow Springs, have numerous-attended Preparatory Departments, which also supply for a few months each year large numbers of Teachers. We are informed that there are now from five to seven hundred of the Oberlin students, male and female, engaged in teaching in this State; and it is safe to estimate that there are at least two thousand of our Teachers who have been educated, more or less, in the Colleges of the State.

The Eclectic Institute at Hiram, not a *College* in name, though in fact quite equal to some of our Colleges, and having four or five hundred students, every year sends out a large number of Teachers. Nearly the same may be said in regard to the institution at Mount Union. Several Academies survive the rise of the High Schools of the State, and they contribute to the supply of our Teachers. Among them may be named the Academies at Kingsville, Savannah, Gallipolis and Pomeroy. There are twenty Fe-

male Seminaries in the State, some of which furnish, in limited numbers, Teachers for our schools. From all these sources there come not far from one thousand of our Teachers.

We have no *State Normal Schools*, but we have several schools of this character in the State, which are doing a good work in the production of Teachers for our Schools. The institution at Lebanon, under the principalship of Mr. Holbrook, has for years been in a flourishing condition; and has sent forth many Teachers for the schools in that portion of the State. That at Hopedale, at present under the charge of Mr. Regal, has had a somewhat checkered history, but it is now doing a most thorough and excellent work in the way of training Teachers. The School at Bucyrus has been in operation but a few months, but it promises to become an effective institution. We suppose that these three Normal Schools can not at present be relied on for supplying more than five hundred Teachers per annum.

The Public High Schools of the State should do much in this direction. They are costing the people heavily; they are, chiefly, under the charge of thorough and accomplished Instructors; they are furnished with apparatus, libraries and other appliances; they are made up of pupils who have passed *thorough* examinations, and they have the power to enforce rules in regard to study and deportment to a much greater extent than that possessed by most other schools of a similar grade. We have scores of High Schools which possess facilities for instructing and training pupils for the work of teaching which are superior to those furnished by institutions which claim to be of a higher grade. Most of the pupils in our High Schools have enjoyed opportunities for acquiring the art of teaching in our common schools, such as our Colleges and Female Seminaries seldom furnish. Some of our High Schools already contribute largely to the supply of Teachers. We have visited many graded Schools which employ from five to twenty Teachers, nearly all of whom are graduates of their High Departments. Their Superintendents hold the doctrine that they must train up their own Teachers, or acknowledge that they are not accomplishing the just demands of the public. Many of these Schools do much more than to supply the home demand. They send out Teachers to meet the wants of the regions round about. The High School in the small village of St. Marys sends forth some thirty well qualified Teachers every year. But it must be acknowledged that, upon the whole, our High Schools have not yet contributed to the supply of Teachers to an extent commensurate with their facilities. We can not here discuss the reasons for this failure, further than to suggest that these schools are of recent origin; but few of them have yet had time to work out their purposes; and quite too many of their graduates are yet too young to assume the responsibilities of the Teacher's office. We think it sufficiently liberal to estimate the number of Teachers furnished by our High Schools at fifteen hundred.

The total number of Teachers thus estimated is eight thousand. Where have the remaining twelve thousand been educated? In our common sub-district schools. Now, some of the graduates of these schools are doubt-

less qualified for Teachers; for we must remember that the qualifications of Teachers are not entirely dependent upon the character of the schools where they have been acquired. Besides, very many of the schools in our rural districts are of an excellent character. Still, it can not be denied that the large majority of them furnish very limited facilities for preparing their pupils for the profession of teaching; consequently we must conclude that there are several thousands of Teachers in Ohio whose preparation for their work is sadly defective.

YANKEES AT A DISCOUNT.—The Editor of the *Pennsylvania School Journal* has been traveling through Massachusetts, and in the November number of his paper he gives his impressions of the people whom he met. He has a very unfavorable opinion of Massachusetts folks. He sums up the account as follows:

"Thus, throughout did we see self-sufficiency that was unpleasant—a hardness of mental operations which, while it was generally clear and accurate, was still unloveable—a degree of self-reliance which showed little deference or feeling for others—a want of the essential principal of faith in others, which lies at the bottom of all true faith,—in short, a degree of calculating coldness not to be coveted as the characteristic of any people."

There, now! what do you think of that, ye solid men of Boston, Worcester and Springfield? You may as well carry your colors at half-mast and wear crape on your left arms for the next thirty days.

But, to be candid, we think that our Pennsylvania friend was in a censorious mood when he passed this severe judgment on the people of the Bay State. Massachusetts needs no defence from such aspersions, and we shall not trouble ourselves on her account. But we have lived twenty years in Pennsylvania and three in Massachusetts, and it is our solemn conviction that, except in the manufacture of sour-crust, the people of the latter State are not one whit inferior to those of the former.

That lady, Mr. Burrowes, whom you describe as, "though young yet handsome," and whose "feeding" you so closely watched, is just the sort of a girl to develop into an Ann Hasseltine Judson or a Mary Lyon. They were moral heroines, and blessed is their memory. Has Pennsylvania any Anns or Marys more noble than these daughters of Massachusetts?

Pennsylvanians have just cause for being proud of their State, but they are imprudent when they provoke comparisons with the "Old Commonwealth."

VOCAL MUSIC IN RURAL DISTRICTS.—In Clear Creek township, Ashland county, the Board of Education have employed a Teacher of vocal music for the winter schools. He gives instruction in all the schools, visiting each school once in two days, and occupying three-fourths of an hour at a time. There are eight districts in the township, so that he visits four schools in a day.

At first there was some opposition to the movement, but now it is quite popular with the people.

Monthly News.

CINCINNATI.—Gustavus Tafel has been elected School Director for the Tenth Ward.

The number of readers for each year since the organization of the School Library is as follows: First year, 2,888; second year, 4,622; third year, 5,831; fourth year, 8,057.

Good Mr. McMicken died a year or two ago, and left his large estate to Cincinnati for educational purposes. Three trustees were appointed to execute the will of the deceased. They have recently made report of their doings for the past year. They have sold stocks to the amount of \$49,565 55. They have paid their own commission, traveling expenses, etc.; lawyers, clerks, etc., \$18,872; and have paid themselves the trifle of \$30,000 for "extra services," and report a balance on hand of \$693 25. Faithful stewards!

DAYTON.—The agreement by which the Dayton Library Association transferred their books and fixtures to the City, and combined with the Free Library, under the control of the Board of Education, has proved advantageous every way. The Board of Education have already made very decided improvements. New shelving along the south wall for a distance of forty feet, has been added, and a thousand volumes of new books, embracing many of the recent publications, have been purchased, and will soon be ready for delivery. A new arrangement of the books, which will prove convenient to those who select books, as well as to the Librarian. The volumes are classified by subjects, and are placed on shelves which are numbered; each book has the library and the appropriate shelf number upon it; so by referring to the catalogue the locality of the biographical, historical, scientific, or miscellaneous can be ascertained at once by the shelf number. Another improvement is that of placing wire doors in front of the various divisions, so that while the visitor may be able to see the books he will not be able to put his hands on any one, until it is delivered to him by the Librarian.

The Library will be open this week for visitors and others who may desire to take out books. It is free to all. The collection will number no less than 7,000 volumes, well selected and embracing many of the best and most interesting books which have issued from the American press. Our citizens may congratulate themselves upon having a Public Library which in all its appointments, location, elegance of furniture &c., is a credit to Dayton. Such an institution, indeed, as but few cities in the West can boast of.—*Gazette*.

The President of the Board of Education writes to the School Commissioner as follows: "The books you sent us are in every way satisfactory. The selection is admirable, the binding is excellent, and they are certainly *very cheap*."

COLUMBUS BOOK STORE.—We are glad to find our old friend Joseph H. Riley, who had contemplated "retrograding" to the East, has fully determined to remain in Columbus. For nineteen years he has been the leading bookseller there, winning for himself a large trade in our Capital City, and an extensive correspondence through Central Ohio. We feel justified in saying that Mr. Riley can always be relied upon. Having never "sold his principles," his integrity is unimpeached; while the variety of his stock, and his attention to business give assurance that all reasonable demands in his "line" will be promptly met. He deals in Books and Stationery of all kinds, his stock having all the variety of the metropolitan stores; Paper Hangings, Window Shades, &c. Success to him!—*Star in the West.*

SAVANNAH.—Charles S. Royce, Esq., is teaching a large class of about 70 pupils of the Academy here, the art of Elocution.

MARRIED.—Nov. 20th, in Massillon, Ohio, by Rev. D. C. Blood, at the residence of Isaac H. Brown, Hon. T. S. Plants, of Pomeroy, Meigs county, Ohio, to Miss Kate L. Wheeler, of Columbus, Ohio, formerly of Portsmouth New Hampshire.

We insert the above happy notice because it is "in our line." The genial Bridegroom is a member of our General Assembly and at the head of the House Committee on Schools; and the fair Bride was a Teacher in this City. Heaven bless them evermore!

MASSACHUSETTS. The *Transcript* contains a long notice of the character of Miss Elizabeth Goodridge, recently deceased, and who for many years had been a very successful Teacher in one of the Boston Schools. She was a woman of rare accomplishments. Says the *Transcript*,—"For many years her School has been the favorite exemplar of our system in its best working condition, and from far and wide came visitors to watch the method by which such results were attained."

Aaron V. Hathaway Principal of the Medford Classical School, died in September.

Wallace A. Putnam has been appointed Principal of the High School at South Hadley.

Prof. Marshall Conant, late Principal of the Bridgewater Normal School, has received a present of \$200 in gold from those who have attended that school since his connection therewith.

A COMMITTEE MAN IN SCHOOL.—A sub-committee of a School Board, not a thousand miles from the city of Lynn, were examining a class in a primary school. One of the committee undertook to sharpen up their wits by propounding the following question: "If I had a mince pie and should give two-twelfths to John, two-twelfths to Isaac, two-twelfths to Harry, and should keep half of the pie for myself, what would there be left?"

There was a profound study among the scholars, but finally one lad held up his hand as a signal that he was ready to answer.

"Well sir, what would there be left? Speak up loud so that all can hear," said the committeeman.

"The plate!" shouted the hopeful fellow. The committeeman turned red in the face, while the other members roared aloud. That boy was excused from answering any more questions.

The Treasurer of Amherst College has lately received from Mr. Daniel Sears, of Boston, a heretofore liberal benefactor of the College, a small and carefully sealed box, with the instruction that it is not to be opened for one hundred years on pain of a forfeiture of the gift which it contains. Speculation is at fault as to the contents and the reasons for the accompanying condition. The shrewdest guess is that the box holds deeds of real estate in Boston, now under lease for one hundred years, but then to be transferred to the College.

MAINE; FRATERNAL FISHING.—We met four brothers Packard a few weeks since, on a fishing excursion to Island Pond and vicinity,—Prof. Alpheus S. Packard, D. D., of Bowdoin College; Rev. George Packard, M. D., of Lawrence, Mass.; Rev. Prof. Joseph Packard, D. D., of Alexandria, Va., Theological School, and Hezekiah Packard, Esq., of Portland. They were expecting to join them the next day, a fifth brother, Rev. Charles Packard, of Biddeford. A rare family of prominent and useful men,—sons of the late Rev. Dr. Packard, of Wiscasset, and all graduates of Bowdoin.

The *Maine Teacher* has a way of condensing news that is worthy of imitation; as the following extract will testify:

"Mr. F. C. Smith, formerly of Gorham, a graduate of the Bridgewater Normal School, and recently married to Miss Crane, of Quincy, has removed from Braintree, Ms., to Chillicothe, Ohio, and has been appointed Superintendent of one of the schools of that city.

"Miss Mary E. Wilson, a teacher for three years in the Seminary of Gorham, has accepted a re-call to the Spingler Institute, New York City, where she had taught two years before coming to Gorham.

"Mr. L. W. Stanton, late Principal of the High School in Newburyport, has accepted a position in the Maine State Seminary at Lewiston, as teacher of languages.

"Miss Sarah F. Tobie, of Lewiston, formerly a teacher in the Bath High School, and more recently of the Rutgers Female Institute, New York, is now a teacher in the Lewiston Falls Academy, where fifteen years ago she was a diligent and successful student.

"Mr. A. K. Smiley, Principal of the Friends' School at Vassalboro', goes to take charge of the Boarding School at Providence. A twin brother shares the responsibility with him."

"OUT WEST."—A Teacher out West, in advertising his Academy, gives the boys warning beforehand "that the use of tobacco will not be permitted, and the male students will be required to wear suspenders."

A speaker, at a stump meeting, declared he knew no East, no West, no North, no South. "Then," said a bystander, "you ought to go to school and study your geography."

CONNECTICUT.—Prof. J. Ripley, of Iowa, has been appointed Instructor in the State Normal School at New Britain.

Very successful Institutes have recently been held in Glastenbury, Bridgeport, New Milford and Canterbury. Rev. B. G. Northrop, of Massachusetts, lectured before each Institute.

SOUTH CAROLINA.—Mr. Wm. C. Wood, of Massachusetts, a graduate of Harvard University, "received a call" to teach a school in the Palmetto State. Why he did not fulfill his engagements can be learned from the following extracts from his statement:

"I arrived at Blackville, ninety miles from Charleston, at 8 o'clock on Monday evening, November 5. Stepping upon the platform, I was almost immediately surrounded by a group of young men. Finding that they were a Vigilance Committee, I answered their questions until they asked, 'What are your political opinions? Are you in favor of Mr. Lincoln's election?' My answer was, I beg your pardon, gentlemen, I have nothing to say to you on political matters. They asked me to stop—examined my trunk and a chest containing my library, until late Monday night, and for an hour or two Tuesday morning. The examination was conducted with politeness and delicacy. They found little against me—nothing, as they told me—which materially changed their impression. However, I was a Northern man—that was sufficient. The chief of the Vigilance Committee told me privately that such was the feeling that were it not for several circumstances, 'I should not be let go with a whole skin.' However, they would send me home safe, pay my passage, and keep the books until the money was refunded. * * * * *

"On the train I was insulted by a fellow, who dragged me into the negro car, (there was no one to say nay,) and persisted in sitting by my side, threatened me with whipping, paddling and hanging, and who, on my refusal, to answer his questions, drew his knife to cut off my ear. A pretended friend offered me a pistol, told me I should need it before I reached Charleston. Of course I declined it. At Bamberg, where they had hanged a man shortly before, the fellow went out and called the Vigilance Committee, and several of whom entered and seized me, and endeavored by main strength to force me from the car to hang me. I had a good hold, and they couldn't move me, but they tore my coat badly in the struggle. The cars, moreover, were starting; they tried in vain to get them stopped, and were forced to desist. The conductor quietly extended all the protection, as I think, which he thought safe for him to do. Arriving at Charleston, he procured me an officer, who conducted me to the guard house. It was not safe, the Chief of Police told me to go aboard until the boat was about to start. They congratulated me on my narrow escape. Next day the officer attended me to the boat."

The Charleston News publishes the following:

"WHITE MEN FOR THE WHITE HOUSE."—SOUTHERN TEACHERS FOR SOUTHERN SCHOOLS.—Messrs. Editors: It is a crying shame and a disgrace to the city of Charleston, that the Principals of the Public Schools, men and women, are Northerners of recent importation from the Public Schools of the North, the hotbeds and nurseries of Abolitionism! Let it be remembered, too, that "as the twig is bent so the tree inclines." Much is being said about what the South should do—let us commence the good work by discharging every Northern Teacher who has not been amongst us at least ten years.

A SUNDAY SCHOOL SECEDES!—A letter from Charleston says that on the 21st inst., the agency of the American Sunday School Union in that city unfurled a white banner, with a Palmetto tree, five stars and an open Bible, and the mottoes: "South Carolina dares resist oppression," and "In the name of God we set up our banner."

The fame which follows true greatness no friend need hold up, and no enemy can keep down.

Book Notices.

Mr. Herbert Spencer's recent work on Education, (published in New York by Appleton & Co.,) deserves careful attention from all who would understand thoroughly the most important of all arts. While we dissent emphatically from some of Mr. Spencer's views—and still more emphatically from some of the philosophy which he apparently subsumes as the basis even of his sound opinions,—we would, with equal emphasis, affirm that his book contains more good sense, in a smaller compass, than any book on education that we have ever seen. Among the flies in his pot of ointment, we might specify the whimsical notion that infants are barbarians and pass successively through the stages of a savage, a civilized and a refined state as they increase in years,—and the more dangerous notion that the appetite and tastes of a child accustomed to artificial and stimulating treatment, are safe guides in managing him. Mr. Spencer's main idea is, that the modern development of physical science ought to make scientific methods predominate in education. But although he well shows the important connection of science with all other pursuits, he occasionally errs himself in his illustrations. Thus in treating of the connection of mechanics and sculpture, he affirms that in "standing at ease," a plumb line from the center of gravity, falls within the foot bearing greatest weight;—an error which any tyro in analytical mechanics could detect. We would, therefore, cordially advise a careful study of Mr. Spencer's book, not with implicit faith in him, but with a sympathising and discriminating disposition to be aided by his reflections.

THOMAS HILL.

We have read the above work with the highest satisfaction, and we earnestly recommend it to all our readers. We have never met so able and thorough a discussion on education as that presented in this work.—Eds.

THE LADIES' REPOSITORY; Devoted to Literature and Religion. Rev. D. W. CLARK, D. D., Editor.

This is a work that richly deserves the extensive circulation which it has attained. The design of this "Queen of the Monthlies" is to bring before families a pure and refined literature. The editor is a gentleman of distinguished ability and culture, and among the contributors are some of our best and most accomplished writers. We are informed that it has a subscription list of forty thousand, and we would be glad if it were twice as great. Terms, per annum, \$2.00. It is published in Cincinnati. "All traveling preachers of the Methodist Episcopal Church are authorized agents." For \$2.50 we furnish it and the Monthly.

OUR NEW ADVERTISEMENTS.

E. L. TRAVER, formerly Principal of the Central Grammar School in this City, has taken the Ohio Agency for the sale of Marshall, James & Traver's celebrated pianos. Read what he says on the subject.

For some months we, (i. e., one of us,) have had one of these pianos in our family, and we have nothing but good to say of it. It has been tested by accomplished performers, who pronounce it a superior instrument. For delicacy of touch, richness of tone and elegance of finish, it can not be surpassed. We commend Mr. Traver to the confidence of our friends.

IVISON, PHINNEY & Co., tell the readers of the *Monthly* (and a wiser and better class of people than our readers are nowhere to be found,) of some most excellent works which are worthy of examination. Read their advertisement; that is what it is printed for.

SHELDON & COMPANY advertise Schuyler's Higher Arithmetic, to which we called attention in our November number. Mr. Schuyler is one of our own Ohio young men; the worthy Principal of the Seneca County Academy, at Republic; and Prof. Elect in Baldwin University. He has prepared a work which is a credit to him, and to Ohio.

S. S. & W. Wood are no relations of Fernando Wood, we presume, for there is no *trick* apparent in their advertisement. We believe that their publications are of a superior character.

SWAN, BREWER & TILESTON quote very high authority in favor of Worcester's Dictionary. Just see what the LL. D.'s say of that work.

Official Department.

OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, O., Dec. 10th, 1860.

An agent for the sale of Mitchell's Outline Maps visited ——— township and called upon a majority of the members of the Board of Education, and induced them to sign a blank contract for the purchase of ten sets of Maps, at \$12 per set. The condition upon which these signatures were obtained was that the agent should secure the names of *all* the members, and that a meeting of the Board should be called for confirming the contract. But without visiting all the members he filled out the blank, delivered the Maps to the Township Clerk, procured from him an order on the Treasurer of the township for \$120, to be paid with interest, one year after date. The agent then sent to each member of the Board a printed notice to attend a meeting called by him for the purpose of confirming the contract. He then, taking with him the order upon the Treasurer, left the township. The Board met at the time named in the call

and, after due consultation, voted not to confirm the contract. The Clerk was instructed to inform the agent that his maps were not wanted, and his order would not be paid, inasmuch as it had been obtained by misrepresentation.

Question 1st. Have Boards of Education authority for purchasing maps or other apparatus, and paying for them from public funds?

2d. When maps are purchased, to be paid for out of the funds to be raised the following year, will the new Board of Education be under obligation to recognize such purchase, and provide for payment in their estimates to the County Auditor?

3d. Is a contract, like the one named, binding, unless confirmed by a regular meeting of the Board?

4th. Can the agent compel the Treasurer to redeem the order mentioned?

5th. In case the order is not paid from school funds, are the members of the Board who signed the contract in blank, individually liable for the payment of the amount?

Answer.—Numerous statements and inquiries like the above have reached this Department from the northern and central portions of the State; and I am led to believe that very many transactions like the case mentioned, have occurred. And I wish, once for all, to give my opinion upon the several points.

1st. I have no doubt that section 22 of the General School Law authorizes the purchase of apparatus, to be paid for from school funds. The language, "*and for any other school purpose other than the payment of teachers.*" is abundantly sufficient to include so necessary an auxiliary to instruction as a set of good Outline Maps.

2d. I have no hesitation in giving an affirmative answer to this inquiry. Boards of Education are bodies corporate, and they can not repudiate the just and legitimate claims which have arisen by the action of their predecessors in office.

3d. Most certainly not. It was not the *Board of Education* which acted in the matter, but a portion of its individual members, each acting separately. There is nothing in the School Law which warrants the transaction of business in this manner. Section 12 provides for holding regular and special meetings, at which all business must be transacted. A question similar to this has been adjudicated in our courts, and it was decided that exact conformity to the law in all such matters is essential to validity. As well might a party draw up a verdict in an important case, and visit the jurymen at their separate residences and obtain their signatures, without the holding of a court, or the trial of the case. As well might a party prepare a bill and visit the members of our Legislature at their homes and persuade them to subscribe it, and then call it a legislative enactment.

4th. He can not. It is competent for the Board of Education to countermand the order.

5th. It is my opinion that they are not. The agent well knew that these individuals had no idea of incurring personal responsibility. He assured them that the contract would be void unless approved and confirmed at a legal meeting of the Board.

ANSON SMYTH,
State School Commissioner.

THE OHIO EDUCATIONAL MONTHLY:

A Journal of School and Home Education.

FEBRUARY, 1861.

Old Series, Vol. X, No. 2.

New Series, Vol. II, No. 2.

COMMON SENSE IN TEACHERS OF COMMON SCHOOLS.

BY ———.*

Common sense, as a term, is the common property of all, from the learned adept of science, to the laborer on our public works; whilst the quality which it expresses is the element of character most essential to every man's success. Yet, like many other terms, it is so frequently used in a loose manner that its true meaning may, by many not be distinctly understood. It is neither talent, nor genius, nor learning. Worcester defines it as used by Paley to mean: "The understanding or sagacity of mankind in general, in contradistinction to the endowments of genius, or the acquisitions of learning, which are possessed by the comparatively few; good sense in relation to common things, or business." A person of ordinary talent may be well gifted in Common Sense. Genius and it are seldom found in the same individual. The learned are as frequently deficient in this quality as the ignorant. It is more readily perceived negatively, than positively; its absence being more apparent than its presence. It is a natural or intuitive insight into every day life. It is to a character what common bread is to a dinner, so essential as to be scarcely thought of except when wanting.

It seems to be too humble an individual to claim the attention of Phrenological Professors, and while habitations are granted to its

*No name given.

more pretentious brethren, Individuality, Conscientiousness, Constructiveness, Acquisitiveness, Benevolence, &c., poor Common Sense, in its homespun, which gives availability to all these, is left to go begging. Whether they have refrained from describing it as a distinct faculty, because they considered that no one possessing it to any considerable degree would apply for a delineation of character, or because they did not wish to give others credit for a quality of which they themselves might be considered deficient, the writer will not determine. Can not some one of that school find a Greek jaw-breaker with which to new-christen "Common Sense," and show by close comparison of the craniums of two individuals, remarkable respectively for the possession and the lack of this neglected personage, that it is a distinct faculty, and occupies some nook at the base of the cerebrum? Or has it already been described and located, under an appellation not recognized by the vulgar?

The Poets, too, have been as neglectful as the Phrenologists: While they have sung of love, and hope, and friendship, and virtue, and beauty, that which enters into every day life more than either of these has not charms nor romance enough to inspire the muse. Whilst Shakspeare, the great reader of the human heart, has depicted all its feelings, sentiments, and sweet springs; whilst he has given us principles and morals, pure and practical; whilst he has given us, in his characters, the workings of ambition, perfidy, love, remorse, revenge, pride, "ostentacious liberality," and faithfulness; few of his characters are remarkable for "Common Sense." Indeed, this quality seems to be swallowed up by their passions. It seems to belong to neither tragedy nor comedy. Thus left and neglected by the great, it falls to the lot of our humble pen to treat an humble theme.

Yet, notwithstanding this neglect, whether it is a distinct faculty or the result of a well balanced mind, "Common Sense" is a fact. It has played an important part in the grand drama of human action. It has been the under current which has withstood the rage of the elements. The practically great, those who have controlled the world's destinies, have been remarkable for nothing, more than for their "Common Sense." Cromwell, Washington, and Bonaparte agreed at least in this, that they practically saw into the heart of things with their own eyes. It is true, this was not

all—but true, genuine “Common Sense” underlaid their whole character, or they could never have accomplished what they did. It is a recommendation posted upon the front of the individual, written and signed by nature in her own hand. It is the crown of olive upon the brow of the victor; a ticket of admission into the favorite circle of the class to which its possessor belongs. He is without show or pretension, boast or display; free of egotism, that most unfortunate of failings; quietly relying upon his own latent power, he finds himself equal to every emergency; without pushing himself forward, he chooses his circle of associates; without intruding upon the patience of any one, his opinions are listened to with deference by all; his dress seems so naturally to become him that it attracts no notice; whether in the counting-room or in Congress he performs his labor without bluster, and by common consent becomes the acknowledged leader. In all this, to the vulgar eye, there is nothing remarkable or extraordinary. It attracts no notice. He may not make long speeches, may not be brilliant, but is always at his post.

He who is so unfortunate as to be deficient in this essential ingredient to his character, is the butt of the jests of all he meets; most unfortunate in the choice of an occupation, and of his associates; always speaks just when he should have kept silent, and says the very things he should not have said; thrusts himself into the very place where he is not wanted; can understand no dialect but pure Saxon, and not that without a second telling; and perceives nothing except what no one wants him to know. In other words, his eyes, ears and mouth, are on the-wrong side of his head; his character is full of holes; he entered the world under an inauspicious star. Though he may practice no vice, he can not be loved; though talented, or ingenious, or eloquent, he can inspire no confidence; though honest, he can be entrusted in no important business, or if entrusted, ruins the business by mismanagement; though versed in politics, he cannot be a leader; though zealous in any cause, his influence is negative and always advances the interests of his opponents; though his motives may be good, his efforts are ill-timed and ill-placed. Thus we find him; always out of time, always out of place, always unfortunate, and always unsuccessful, and though pitied, never respected.

Generally speaking, a man's success bears a ratio to his “Com-

mon Sense." It is the element in which he moves; the halo which surrounds him; the implement by which he influences others; a crier which accompanies him to proclaim his character. Any other failing for a time may be concealed. But it is the misfortune of a person lacking "Common Sense," to expose this one deficiency with all others, upon the very first approach, and each one in its most ridiculous light. He seems to dwell in a glass house, with all his faults and failings gleaming as in noonday, and distorted by refraction. Every one understands him, and he understands no one. I think it is Chesterfield who has said that while a man seems to reserve nothing he should reserve every thing. He should be at the same time reserved and affable. By the one he will secure the respect, and by the other the love of others. The "Common Sense" man intuitively avails himself of these two principles of human nature, thus ingratiating himself with others, while at the same time he studies their character. The person lacking this, like a certain animal mentioned in a fable, in attempting to conceal his true character in a borrowed covering, soon exposes his ears.

At every turn in life, we are met by friends in disguise. "Life itself is a disease; working incited by suffering; action from passion." "The fall was a step downward from innocence, but also a step onwards, a great step in human progress. It made goodness possible; for to know the evil and to conquer it, and to choose the good, is far nobler than a state which consists in our ignorance of both." The corruptions of the Romish Church seemed necessary to give birth to the reformation; and the despotism of England to bring about the independence of the American Colonies. Slavery in the reaction which it produces, is developing principles which would otherwise have slumbered. So the misfortunes, and the jests, and the bluffs, to which the individual lacking "Common Sense" is subject, are the remedies prepared by nature for removing his failings. The person who thrusts himself forward, uninvited, is at first received coldly, then discountenanced, then avoided, made the object of jests in his absence, and finally, if none of these answer the purpose, of open ridicule and disgrace, until he learns—if not incapable of learning—to set a higher value upon his presence. He who has been unfortunate in business, learns by his emharrassments to avoid the breakers in the future. He who has exposed

his motives and designs to a merciless public, learns to be more careful and reserved. He who has experienced the coldness of others, caused by his own haughtiness, learns to be more affable. The public speaker or writer who, by imprudent or unnecessary expressions has injured himself and cause, learns to prepare the feelings of his audience or readers for the thought which he wishes to utter, or the sentiment he would inculcate. Thus we find nature at work to correct the feelings and wear off the rough points of a character, as she rounds the pebbles in a stream by constant rolling.

But let it not be supposed that Common Sense is one with astuteness, or cunning, or what Carlyle calls the "*Vulpine* intellect." A proper reserve is not deceit nor hypocrisy, nor incompatible with openness, frankness, and honesty. Though a man is under obligations to treat all respectfully, and courteously, he is under no obligation to unbosom himself to every one he meets. Though he is under obligations to be honest, he is under no obligations to discover to others the secret springs of his heart, or the object he has in view in every action and word. He must be his own judge whom he will trust, and how far. "Common Sense," as if by intuition, teaches this. It is a principle inherent in the individual from which he says and does, spontaneously and automatically, that which is appropriate. It implies in the individual, practically, an inherent knowledge of men and things.

The practical teacher will make his own application of these principles. If true in general, they are emphatically true in his case, members of most other professions may partially succeed, though lacking in this essential quality. The farmer may plow, and sow, and reap, though he work to a disadvantage, and with unnecessary expense. The mechanic may shape his material, though he expends double the necessary labor. The lawyer may be a good pleader or counsellor, though he has no tact in managing a case. But not so with the teacher. The supposition that all that is necessary as a qualification for teaching, is a smattering of a few text books; and that if one is too lazy for a farmer, without talent enough for a lawyer, or sense enough for a man of business, he may be poked into the schoolroom and manufactured into a teacher, is simply ridiculous. To the Common School teacher, no qualification is more necessary to ensure success than this. What Falstaff said of Instinct may truly be said of "Common Sense," it "is a great matter." Its deficiency cannot be supplied by talent, genius, or learning. It is

a kind of tact, by means of which he may warp these to his purpose, and bind them into practical material. A teacher may be deficient in his learning, or partially fail in his ability to secure order, or his character may not be of the highest moral type and yet, notwithstanding, he may win the respect and confidence of his pupils and patrons. But if a person lacking "Common Sense" ever became a successful teacher, we have yet to learn it, and think he might be a valuable investment for Barnum.

What the experience of others has been, I cannot say; but for one, I never found a position so embarrassing and awkward as that occupied by me as a teacher on the first morning of a term of school. Yet it is the most important morning of the whole term. The moment a teacher enters a school-room, every eye is directed toward him. A thousand inquiries are made concerning him. Every peculiarity of character is noted. He is measured, weighed, and analyzed. He is probed, proved, and tested. The teacher may turn all this curiosity and scrutiny to his own advantage, and by noting the dispositions of his pupils, so guard himself, that every action and every word shall favorably impress them. But this is no position for a person in a glass house or with holes in his character. Two things are important for the teacher: that he should know the disposition of every scholar, and that he should conceal his own failings and weaknesses. It is also necessary that the respect and love of his pupils should be secured by (if I may be allowed the expression) affable reserve. This quality, or combination of qualities, may not be common in any great degree, yet it is possible. As an instance, I may be permitted to mention the late Horace Mann, as possessing it in the superlative. No one could be more agreeable, more kind, more courteous, but yet with such a natural dignity, that it inspired one with the highest respect.

If any one, considered deficient in "common sense," is looking forward to the school-room as the scene of his labors, he would do well to pause. He better become a herdman, for then, if he possess a good physical organization, he may maintain a respectable position. In the school-room, nothing but failure and mortification await him. He is a stranger to the elements with which he has to deal. He has no Ariel whom he can send forth to control the storms. He is a stranger to the chords of the human heart.

He has to touch upon keys a thousand fold more delicate than those of the piano. He is ignorant of the delicate mechanism. He has never studied the machinery which he is about to set in motion. The lever by which its motions are to be regulated, is to him an insoluble riddle. Neither brilliant talents, learning, theory, industry, nor virtue, will avail him. A practical teacher is what is demanded, and that is the very thing he is not.

ELEMENTARY SOUNDS—DEFECTS OF PRONOUNCING DICTIONARIES.

BY W. H. WELLS.*

One of the most gratifying signs of healthy progress in the schools of the country, is the increased attention that is given to *analysis* in conducting recitations. The two branches which have been most favorably affected by this improved system, are Arithmetic and English Grammar. Instances have sometimes occurred in which instruction in these branches has been too exclusively analytical, but in most cases, the best teachers have combined the analytic and synthetic methods in just and harmonious proportion.

But in teaching reading, and especially the vocal part of reading, this principle has not yet received the attention it deserves. It is true that progressive teachers everywhere commend the practice of analysing the sounds of words in connection with reading, and in most schools there are occasional exercises of some kind on the elementary sounds; but the fact is not to be concealed, that comparatively few teachers introduce a thorough and systematic analysis of the vocal elements, as an essential part of instruction in reading.

Spoken words consist of elementary sounds, variously combined, and no one is qualified to teach the proper utterance of these sounds, who can not instruct his pupils to analyze them with certainty and accuracy wherever they occur. When a primary teacher finds a pupil saying *diwide* for *divide*, or *free* for *three*, she must not only be able to utter each sound distinctly herself, but

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she must be able to tell the child exactly how to arrange his lips, and teeth, and tongue, to make the particular sound required. And so through all the different stages, from the lowest primer to the highest reader, the pupil should have sufficient practice to be able to analyze at sight any combination, however difficult, that may occur in his reading lessons.

The foregoing remarks are introduced for the purpose of calling attention to a defect in our two principal Dictionaries. However faulty the practice of teachers may be in respect to the exercises we have described, no intelligent teacher of the present day doubts their importance. But in attempting to apply the principles of analysis, we meet with serious impediments, and the more thorough and extensive the exercise the greater the obstacles. Words occur in every paragraph of a reading lesson, and often in every line, in which the vowel sounds are partially obscured, rendering it difficult to decide what quality we are to give and hear, and yet not altogether silent, so that we are still obliged, in analyzing, to give them some character. Take for example the word *vanity*. No difficulty arises in giving the sound of *a* in the first syllable. But in calling on the pupils to give the sound of *i* in the second syllable, or of *y* in the last, difficulties arise immediately. Some give *i* the sound of *e* long, some say it is *i* short, and perhaps some even make it *i* long. So also of *y* in the last syllable. Half in doubt ourselves, we turn first to Webster's dictionary and then to Worcester's, and find that both have marked with exactness the sound of *a*, respecting which no doubt could possibly arise, and both are entirely silent in respect to the quality of *i* and *y*, which contain the only points of difficulty. But can we not learn something from this little mark of obscurity which Worcester has placed under these two vowels? We turn to his introduction for an answer, and find, "This mark is employed rather to indicate a slight stress of voice, than to note any particular quality or sound," and we are of course as much in the dark as before respecting the sounds of *i* and *y*.

What good things have we not said of both Webster and Worcester? Have we not pronounced their dictionaries an honor to the nation, and the proudest monuments the language can boast? Have we not said that they are incomparably superior to any dictionary of the language that has appeared in Great Britain?

And are we now to be mocked in this way? If a *pronouncing dictionary* shrinks from the responsibility of telling us the sounds of so common a word as *vanity*, where else shall we go for direction?

On a closer examination, we find that of all the vowel sounds respecting which any doubt is likely to arise, more than one-half have no mark to indicate their quality in either Worcester or Webster. This is indeed a serious obstacle to success in attempting to analyze the sounds of words, and one which meets both the teacher and the pupil at every lesson, if the exercise is conducted with any degree of thoroughness.

We will not now recall any of the commendation we have heretofore bestowed upon Webster and Worcester, for we believe they deserve it all, but we do insist that they owe it to themselves and to the schools of the country to furnish a pronouncing dictionary in which all the vowel sounds shall be noted.

It is only in this country that the difficulties to which we have alluded exist. In Great Britain, the pronouncing dictionaries of Walker, Stewart, and others, mark the quality of all the vowel sounds respecting which any doubt is likely to arise.

The Phonetic Dictionary of D. S. Smalley, which is published in our own State, deserves favorable mention in this connection. Though less known than the dictionaries of Webster and Worcester, it has adopted the true system of notation respecting the sounds of the language. Every vowel and every consonant, whether distinct or obscure, if uttered at all, has here a distinct and unambiguous character by which it is represented. Whatever estimate we may form of the general character of Smalley's Dictionary, we have no hesitation in saying that, in this respect, it can not be excelled.

Before closing this article, we wish to say, that a dictionary has other and still higher functions than the temporary service it is to render as a manual of reference in the school room. Previous to the appearance of Johnson's Dictionary, the orthography of our language was in a great degree unsettled; but the publication of this great work did much to aid in *fixing* the external forms of words. The dictionaries of Webster and Worcester have also done good service in the field. This they have done, not by throwing back upon every one the responsibility of deciding for himself

which form of spelling he will adopt, but by selecting the particular form which they regarded as the best, and giving it the sanction of their recommendation. In the pronunciation of words they should adopt the same course. If one-half of the cases of doubt that arise respecting the sounds of the vowels, are still left to chance, or the varying tastes of different speakers, it is obvious that little progress will be made in attempting to establish uniformity. It is the duty of the lexisographer to observe the pronunciation of the best speakers, and embody the results with such fullness and accuracy that others will be able to reproduce the same pronunciation of words, though less favorably situated for observation.

In pronouncing the adjective *alternate*, the student may be in doubt whether *a* in the first syllable shall have the short or the broad sound. If he turns to Webster or Worcester, he finds that the quality of this is not marked at all. The next time he has occasion to use the word, the same doubt arises as before; whereas, if he had found on turning to his dictionary, that the vowel *a* was marked with a definite sound, he would have been relieved from suspense at the time, and felt that the question was permanently settled. If the dictionaries will select in each case that sound which is most approved, and note it distinctly, they will here, as in orthography, furnish important aid in *fixing* the usage of the language on a uniform and reliable basis. This is a duty which every lexicographer owes to the language which he attempts to represent.

We are gratified to observe that this subject is attracting the attention of educators in different parts of the country, and we can not doubt, that when the publishers of Webster and Worcester understand the real wants of schools, they will cheerfully and promptly favor us with a school edition in which all the vowel sounds of the language will be distinctly represented.

Infinite toil would not enable you to sweep away a mist; but by ascending a little you may often look over it altogether. So it is with our moral improvement: we wrestle fiercely with a vicious habit, which would have no hold upon us if we ascended into a higher moral atmosphere.

Poetry.

THE AUTUMN LEAF.

BY HARVEY RICE.

In you, frail leaf,
The lone and last on yonder tree,
Methinks, revealed, I clearly see
The life that's pure—its harmony,
And golden sheaf.

And though you wear
A pensive look, I still can trace
A saintly smile upon your face,
Betokening faith—a work of grace,
That cheers despair.

To life's last bound,
Though tremulous has been your flight,
Still you have shared the genial light,
And, clad in diamonds, danced at night
A giddy round.

Danced to the sigh
Of zephyr's lute, 'mid summer air;
Nor dreamed that you were doomed to share
A frosty kiss—so calm and fair
Appeared the sky.

But now grown old,
'Tis yours to fall, as fell your peers,
And mingle with the dust of seers;
Yet live again, and in far years
New charms unfold.

'Twas but the breath
Of vernal hours, that quickened you;
'Tis but a breath, divine and true,
That quickens man, and will renew
His life in death!

OUR WORK.

BY E. E. WHITE.

The great work now before the educators of Ohio is to improve the instruction of our Common Schools. Through the wise efforts of a noble band of men, we have quite ample resources for an excellent school system. It is evident, however, that our school machinery is but half worked. The results attained are far too low both in quantity and quality. Nor need we marvel, when we consider the character of the great majority of the teachers to whom this work is entrusted.

The determining of the real work of our school systems and the aims, purposes, and appliances by which such work may be accomplished, is a grand problem; but practically, our theories run away from our practice, which is creeping along under its tortoise-shell of routine. This, indeed, is to be expected; for the true theory of school instruction is the labor of a few correct minds. The working out of these ideas must take place in thousands of school-rooms. Any genenal improvement in the instruction of our schools, therefore, must be the result of vigorous and long continued exertions.

Every calling of life is more or less subject to the petrifying influence of habit. Whatever may be the earnestness with which we repel the imputation of being machines, human nature and *mechanics* have some laws in common. Man, it is true, "has sought out many inventions," yet human effort after all runs easiest in well-worn channels. Hence, to teach us as we were taught, however haphazard and irrational; to go to-day in the well beaten track of yesterday is the general law of action. Nor is this all. Each day's repetition of this spiritless and effete routine but makes its continuance more certain. In no field of effort is this more true than in teaching. Thus, a soulless mechanism repeats itself to the almost utter discomfiture of all efforts to supplant it by truer methods and more rational processes.

The mere routinist soon petrifies in his stratum. The mind, in going round and round the same circle day after day, loses its vivacity and power. It starts from the same point, stops at the same stations, according to the same time table, with as much precision as the railway train, and runs in a track as well defined.

Hence, one of the hardest stratus to work through in school reform is a bed of *petrified processes*.

These views are not brimfull of encouragement, it is true, but they suggest the true mode of procedure. Instead of growing eloquent upon the glories of our Common School System—a theme manifestly over-worked—we must put our methods and precepts into the crucible of a severe philosophy and a most rigid scientific analysis. Thus, only, can we hope to *burn out* stupid routines which have been handed down from generation to generation. Whatever of real progress we have been making, during the past few years, has been accomplished, mainly, by these means.

Information in regard to improved methods of teaching has been widely disseminated by means of Teachers' Institutes, Normal Schools and Lectures, and Educational Journals. A few excellent schools have been working out higher results, and their *modus operandi* has been observed, imitated, and, to a certain extent, familiarized. Above all, these processes have been impressed upon the pupils subjected to them, and they, like the dispersed Christians at Jerusalem, have gone out as earnest disciples of truer methods in teaching. The work, however, is but begun.

There is one tendency connected with this reform in school tuition which deserves notice. All correct methods in teaching are based upon a true philosophy. Now, the mere *mechanism* of a method travels beyond its underlying principles, and serves, often, to give charlatanism the guise of thoroughness. More than one superficial and pretentious hobbyist has merely rattled, with great show of voice, a few dry bones of some new idea or method and has passed, for a time, as a model teacher! One hobby, however well rode, does not make a thorough teacher.

But what I wish to say is this: The great body of the teachers in our common schools are as yet comparatively untaught in the great subject of teaching. Their plans, processes and results are woefully deficient. How can they be reached? The *Monthly* ought to reach many of them with a series of articles specially devoted to the *how* of teaching. These articles should be thorough and critical, and yet be adapted to those for whom they are written. They should not only state great principles, but should clearly present, in detail, the processes involving and applying to them. Teachers need principles, processes and results. The oft

repeated saying that *every teacher must be himself*, and, hence, by inference, can not learn anything from others, is the essence of *foggism*. These *sui* teachers scout, of course, all Teachers' Institutes and Educational Works and Journals.

It is true that no quantity of Normal Lectures on Government and Instruction, bound up in human shape and labelled a "model teacher," will necessarily prove on trial a genuine article. *Ma-chines*, whether normal or un-normal, are not teachers. Still, good scholarship and sound common sense in the teacher are wonderfully improved in efficiency by contacts with new ideas and methods.

I am requested to continue the series of Normal articles commenced in the last volume of the *Monthly*. The favor with which the articles on Spelling and Reading were received induces me to make another attempt. The task is, indeed, difficult and presumptuous. I wish it distinctly understood, however, that I write for humble teachers

Fearing that some of the readers of this article are wondering "what it amounts to," I will add, for their information, that it belongs to that incomprehensible style of writing known as *prefatory*.

John Ogden, in his inaugural address, as Principal of the Minnesota State Normal School, says:

A man's real education begins with a new birth. But Nicodemus said, "How can these things be?" So will many other blind Pharisees of the present day, I imagine; but the truth stands there nevertheless: and just so long as we ignore it, we shall fail, as we deserve to fail, in the true education of the race. We may build school-houses and plant colleges, and universities, and Normal Schools, until our land is clouded with them, and we shall forever fail until we recognize this one simple truth. I say, therefore, a man's real education begins with a new birth. All antecedent to this is preparatory, and should be directed with strict reference to this one great event, when he can begin to grow and drink in the great truths of science and religion. A man can only grow harmoniously when he grows in accordance with God's plan of growth. His plan is that he shall grow in goodness as fast as he grows in wisdom, and that his physical powers shall not be inter-

fered with, but strengthened and refined in this, and by this growth. How then can an educated man be a bad man? He can not, any more than light can be darkness, or good can be evil, or virtue, vice; for whatever he lacks of being good, or what God designed he should be, he lacks in his education. And the same is true in every other possible respect. Whatever he lacks of filling the measure of manhood, in a physical, intellectual, moral and spiritual sense, as marked out by the Creator, he lacks in his thorough full-orbed developement, as a man, a Christian, a scholar, an *educator*.

I can not consent, therefore, to any other definition, interpretation or application of education, than that which looks to the accomplishment of all these objects, in the fullest and highest sense. And here allow me to add, that no teacher can pass under the sanction of this Institution, who does not possess all these attributes, if not in a high, at least in a respectable degree. The spirit and letter of the laws of the land, bear testimony to the soundness and safety of this position. I would not turn a bear or a wolf loose among a flock of lambs; neither would I, a teacher, with a bad heart, bad morals, bad principles, and *bad practices*. Much less then, would I turn him loose among little children, and schools, and then add to his license my official sanction. I thus make myself responsible for the evil he may do.

A fool can not teach wisdom; neither can a bad man teach goodness, except in a negative way. Satan can not correct sin; therefore, his emissaries should not be employed to cultivate the vineyards of the Almighty, where so much sin and moral obliquity are to be dealt with. Knowledge and goodness grow best together. Therefore, no attempt to separate them should be tolerated. Religion and science were made to go hand in hand. Their mission is the redemption of the race. "What, therefore, God has joined together, let not man put asunder."

Well, which do we need most, to-day, knowledge or goodness? Intellectuality or spirituality? Smartness or honesty? Shrewdness or integrity? Half men or whole men? Men without souls or with souls? These questions properly answered, and then we shall be able to determine the character of the teaching most needed.

Nay, my fellow teachers and pupils, education and teaching mean more than merely hearing recitations and keeping good order. They mean building up human bodies, minds and souls, each in one harmonious, majestic, living, temple; and adorning it with all that is beautiful, costly, pure and good.

What's the difference between Noah's Ark and Joan of Arc? One was made of wood and the other was Maid of Orleans.

OUR SCHOOL DIRECTOR.

BY L. A. I.

Our "school director" is a "wise man from the east," of pompous diction and lofty bearing. He is bald-headed, blue-eyed and red-nosed. He is a furious Allopathist, and objects to the use of McGuffey's Readers, on account of their "Eclectic" features, believing that the peculiar tacts of that medical persuasion are thereby instilled. He tells us to "laam it to them, if they don't behave," but when the little innocents bearing his name and nature fall under the rod of correction, woe be to the pedagogue! He comes boldly in and gives orders, and anon peers around corners, spying out many a choice bit of gossip with which he regales himself. He never fails to inform his employees of all the evil which is spoken of them, embellishing as his highly imaginative nature may suggest.

He taught school himself at some remote period of time, and knows how it should be done. He don't believe in these new fangled notions, that did not assist in his education. He is sure to be where he is not wanted, and is invariably meddling with the affairs of others.

He evidently painfully feels that the schools of the town and country would be at the lowest ebb without his counsel and experience.

Alas, that wisdom should die with him! Reader, have you seen him?

DISCOVERIES OF THE MICROSCOPE.—Leuwenhoeck tells us of animated insects seen with the microscope, of which twenty-seven millions would only be equal to a mite. Insects of various kinds are observable in the cavities of a common grain of sand. Mould is a forest of beautiful trees, with the branches, leaves, flowers and fruit fully discernible. Butterflies are fully feathered. Hairs are hollow tubes. The surface of our bodies is covered with scales like a fish; a single grain of sand would cover 150 of these scales; and a single scale covers 500 pores; yet through these narrow openings the sweat exudes like water through a sieve; how minute then must be its particles! The mite makes five hundred steps in a second. Each drop of water contains a world of animated beings, swimming with as much liberty as whales in the sea. Each leaf has a colony of insects grazing on it like oxen in a meadow.

Poetry.

OTHER DAYS.

A dream of the Past confused and dim,
Last night was round my heart,
And I saw again the passing years
Like a vision of Love depart;
But the stranger star in its lofty sphere,
With its wings spread eastward bright and clear,
Shone like the sun in a brilliant tear.

In the midnight dream once more I saw
The friends of early days;
Friends that I loved before I knew
Life's varied and shadowy ways;
Friends whose hearts were as real and true,
To me, as the sun to the far-off blue,
And I loved this dream confused and dim,
As I love the notes of some half-heard hymn.

And I heard again the sighing wind,
As it sighed long, long ago,
When it pass'd through the yellow leaves in Fall,
Musical, soft and low;
And the raven perched on the same dead limb,
With glist'ning eye and neck stretched slim,
Is the same I saw there in those years
When hope made rainbows o'er our tears.

It seems a long and weary path
To tread the hills of Life,
To walk the varied vales of earth
With their pleasures and pains and strife;
But with pleasure now we fain look back,
To the Past, life's sunny and shady track,
And the dreams of the Past make as sweet a spell,
As the music of waves, or an ocean shell

There are none that have never felt the touch
Of sorrow's dark-hued wing,
And there are none but in dark hours
Will to some bright hope cling;
And thus with sorrow, joy and strife,
We pass the shade and shine of life;
Till, like the sun's last ray at even,
Our spirits pass to the far-off heaven.

[GAYLORD.]

Mathematical Department.

EDITED BY W. D. HENKLE, LEBANON, OHIO.

PROBLEM FOR SOLUTION.

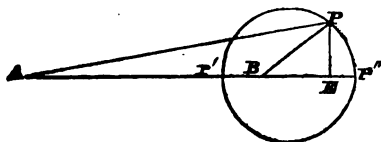
No. 18.—A, B, C and D make up a stock of \$1924. A's money was in trade 4 years, B's 3, C's 2, and D's 1. At the end of the fourth year, A took for his share of the stock and gain, \$777.60, B \$611.50, C \$470.00, and D's *gain* was \$15.80. It is required to find the stock of each.

[Mr. A. P. Morgan made this problem by a slight change in No. 11. It is especially designed to test the correctness of Mr. Goldrick's method of solving No. 11. We suspected that some of our correspondents, if eagle-eyed, would have objections to that solution. We published it as a feeler.]

PROBLEM OF THE LIGHTS.

To find all the points equally illuminated by two lights.

BY PROF. A. SCHUYLER.



Let A and B be the positions of the lights.

" *a* denote the intensity of the light A at the distance of unity.

" *b* " " " " " B " " " " "

" *d* " " distance between the lights.

Forming the equations on the supposition that the equally illuminated points are on the line joining the lights, and finding the values of *x* and *d*—*x*, as usual, we have

FIRST VALUES.

$$x = \frac{d\sqrt{a}}{\sqrt{a} + \sqrt{b}} = AP', \text{ and } d - x = \frac{d\sqrt{b}}{\sqrt{a} + \sqrt{b}} = BP'$$

SECOND VALUES.

$$x = \frac{d\sqrt{a}}{\sqrt{a} - \sqrt{b}} = AP'', \text{ and } d - x = \frac{-d\sqrt{b}}{\sqrt{a} - \sqrt{b}} = BP''.$$

1. $a > b$ and $d > 0$.

Let P be a point equally illuminated.

Then $\frac{a}{AP^2} = \frac{b}{BP^2}$ or $AP : BP :: \sqrt{a} : \sqrt{b}$.

Let $y\sqrt{a} = AP$, then $y\sqrt{b} = BP$, and let $n = BE$. Then we shall have $ay^2 - (d+n)^2 = PE^2$, and $by^2 - n^2 = PE^2$;

Therefore, $ay^2 - (d+n)^2 = by^2 - n^2$, or $y^2 = \frac{d^2 + 2dn}{a-b}$.

Then, $PE^2 = by^2 - n^2 = \frac{bd^2 + 2bdn}{a-b} - n^2$.

$$\begin{aligned} EP' &= BP' + EB = \frac{d\sqrt{b}}{\sqrt{a} + \sqrt{b}} + n & EP'' &= AP'' - AE \\ &= \frac{d\sqrt{a}}{\sqrt{a} - \sqrt{b}} - (d+n) = \frac{d\sqrt{b}}{\sqrt{a} - \sqrt{b}} - n. \end{aligned}$$

Therefore, $EP' \times EP'' = \left(\frac{d\sqrt{b}}{\sqrt{a} + \sqrt{b}} + n \right) \left(\frac{d\sqrt{b}}{\sqrt{a} - \sqrt{b}} - n \right) = \frac{bd^2 - 2bdn}{a-b} - n^2$.

Therefore, $PE^2 = EP' \times EP''$, which is a property of the circle. Hence, P is a point in the circumference of a circle whose diameter is $P'P''$.

That is, *the equally illuminated point may be any point in the circumference of a circle whose diameter is*

$$P'P'' = \frac{d\sqrt{a}}{\sqrt{a} - \sqrt{b}} - \frac{d\sqrt{a}}{\sqrt{a} + \sqrt{b}} = \frac{2d\sqrt{ab}}{a-b},$$

the two values of x .

Let this circumference be revolved about $P'P''$ as an axis, all its points will retain their relative position with respect to the lights, and in this revolution, *the circumference will generate the surface of a sphere whose diameter is*

$\frac{2d\sqrt{ab}}{a-b}$ *and each point in the surface of this sphere will be equally illuminated by the lights.*

2. $a < b$ and $d > 0$.

By a similar process, it will be found that all the points would be equally illuminated in the surface of a sphere about A, whose diameter is $\frac{2d\sqrt{ab}}{b-a}$

Hence, if $a > b$ or $a < b$ and $d > 0$, the equally illuminated points will be *all the points on the surface of a sphere, whose diameter is*

$\frac{2d\sqrt{ab}}{\pm(a-b)}$ *the difference of the distances from the greater lights to the two points equally illuminated on the line joining the lights.*

$$3. \ a=b \text{ and } d>0.$$

The diameter $\frac{2d\sqrt{ab}}{\pm(a-b)}$ of the sphere

found above, will become greater as a and b , the intensities of the lights, approach an equality:

If $a=b$, the diameter is $\frac{2d\sqrt{ab}}{0}=\infty$ which denotes that the sphere

is no longer possible. In this case, $y\sqrt{a}=y\sqrt{b}$, or $AP=BP$, or the triangle APB is *isosceles*, and P is any point in the perpendicular to AB at its middle point. Let this perpendicular be *infinitely extended*, and then revolved about AB as an axis. In this revolution, all the points of the perpendicular will retain their relative position with respect to the two lights, *and the perpendicular will generate a circle of infinite radius perpendicular to AB at its middle point, all the points of which will be equally illuminated by the lights.*

$$4. \ a=b \text{ and } d=0.$$

On this supposition, the lines AP and BP become one and the same, and any point of this line will be equally illuminated. Let this line be produced infinitely and revolved about the point at which the lights are placed, *it will generate a circle of infinite radius, all the points of which will be equally illuminated. Let this circle be revolved about any diameter, it will generate a sphere of infinite radius, all of whose points will be equally illuminated, that is, every point of space will be equally illuminated.*

$$5. \ a> \text{ or } < b \text{ and } d=0.$$

Take any point whose distance from the light is x , and we shall have,

$$\frac{a}{x^2} = \text{the intensity of the light A at P, and}$$

$$\frac{b}{x^2} = \text{the intensity of the light B at P.}$$

But, $\frac{a}{x^2} > \text{ or } < \frac{b}{x^2}$ Hence, *no point is equally illuminated, not even*

the point at which the lights are placed;

For at that point $x=0$, and $\frac{a}{0} > \text{ or } < \frac{b}{0}$ are unequal infinities.

Experience demonstrates that of any number of children of equal intellectual powers, those who receive no particular care in infancy, and who do not begin to study till the constitution begins to be consolidated, but who enjoy the benefit of a good physical education, very soon surpass in their studies those who commenced earlier, and read numerous books when very young.—*Spurzheim.*

OHIO PUBLISHERS AND PUBLISHING—BOOKSELLERS AND BOOKSELLING—NO. 2.*

JOSEPH H. RILEY, COLUMBUS.

The subject of this notice is a native of Hartford county Connecticut. At an early age he removed to Middletown, and obtained a place in the printing office of a brother-in-law, who was the publisher of many of the school books then in use, and while in his employ assisted in the manufacture of the first edition of Webster's Elementary Spelling Book. About two years experience in this way satisfied our young friend that a place where simply the duties of roller boy, and a limited knowledge of press work were to be acquired, afforded but poor encouragement to continue.

In the Spring of 1832 he went to New York and entered as an apprentice the celebrated book-bindery of LEVIN TURNER, but as the alarming prevalence of cholera that summer destroyed all business, by the advice of his employer he was induced to return to his native State. Locating in New Haven he was soon pursuing his trade in the service of Nathan Whiting but under the instructions of Dan'l McLeod. Rapidly advancing in knowledge of the business, he was soon prepared to discharge his "time" to his employers, and make handsome wages for himself.

Finishing his apprenticeship, he procured an engagement with T. H. Plant, Book-seller of Augusta, Ga., to which place he removed with the intention of making that country his home; but about six months after his arrival there, by the threatening aspect of the Indian wars, and apprehended difficulties to the country in other respects, business was prostrated, and young Riley with many of his Northern friends, rather than expose themselves to "draft," volunteered for six months service, at the expiration of which he returned North to Philadelphia, and obtained a clerkship in the extensive publishing house of Grigg & Elliot, which situation he held for several years.

In the fall of 1841, he came to Ohio under an engagement for two years with Isaac N. Whiting. In about eighteen months an opportunity offered for getting into business, which was improved by purchasing the stock and business of H. W. Derby, and for about eighteen years has carried on a general business of bookselling; publishing in the meantime quite a number of valuable law books, musical books and works of standard character, the sales of some of which may be said to have been extensive and general throughout this country.

Columbus may be said to possess all the elements of success in the business of publishing. Occupying an important central position, in quick communication with the busy millions in the West, producing the materials, entering into the business of book-making provided with modern machinery and steam; nothing is wanting to make it profitable and a success but ex-

*NOTE.—In the Prospectus which accompanied our December number, we mentioned our purpose to give a sketch of the history and business of the Publishers and Publishing, Booksellers and Bookselling of Ohio. Our only object in this is to inform and interest our readers upon the subject. Judging others by ourselves, we feel sure that this feature of the MONTHLY will be most acceptable to those that are not already acquainted with these subjects. To prevent the possibility of misapprehension, we will mention that the idea did not originate with the Booksellers of the State, and its purpose is not the promotion of their interest though we hope that it may be of benefit to them.

perience, the best judgment, integrity and attention to details. Mr. Riley possesses these qualifications, and has therefore been successful. His standing as a man of strict integrity, one who can be implicitly relied upon no one questions. For a more extended school-book business, Mr. Riley has associated with him as partner in the publication and sale of "THE OHIO STANDARD SERIES OF SCHOOL BOOKS," Theo. O. Bowles, whose peculiar fitness, experience, efficacy and the high character he enjoys among the educational men of the State, renders the connection peculiarly valuable to the enterprise. In view of this publishing department, purchase has been made of one of the largest and best appointed book binderies in the United States, and other facilities for rapid and economical manufacture of school books in the best manner have been secured. "The Ohio Standard of School Books" of which Riley & Bowles are now the Ohio publishers, embraces the following valuable works which are fast gaining public favor, justifying a belief that they are soon to share liberally public patronage with those of other publishers:

GOODRICH'S ("Peter Parley") NEW READERS.

EDITED BY NOBLE BUTLER.

New First Reader, 16 mo. illustrated.	New Second Reader, 16 mo. illus'ted.
New Third Reader 16 mo. illustrated.	New Fourth Reader, 12 mo. illus'ted.
New Fifth Reader, 12 mo. illustrated.	New Sixth Reader, 12 mo. illustrated.

TOWN'S ELEMENTARY BOOKS.

Town's Speller and Definer.	Town's Analysis.
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CORNELL'S GEOGRAPHICAL SERIES.

First steps in Geography, small 4 to. beautifully illustrated.
 Primary Geography, small 4 to. beautifully illustrated.
 Intermediate Geography, large 4 to. beautifully illustrated.
 Grammar School Geography, large 4 to. beautifully illustrated.
 High School Geography and Atlas, beautifully illustrated.

GREENLEAF'S MATHEMATICAL SERIES.

New Primary Arithmetic.	Intellectual Arithmetic.
Common School Arithmetic.	National Arithmetic.
Algebra.	Geometry.

(Keys to the above.)

TOWER & TWEED'S SERIES OF GRAMMARS.

Elements of Grammar.	Common School Grammar.
Grammar of Composition.	

PAYSON, DUNTON & SCRIBNER'S COPY BOOK.

Twelve Numbers.

The publishers have endeavored to meet the Western demand for increased educational instrumentalities, and in their selection have evinced discrimination and care in making up their list of publications; publishing only books, which, in their judgment, are especially calculated by their progressive order and arrangement and great moral excellence to advance the pupil in virtue and knowledge; thereby largely contributing to the interest in the public schools.

These are not new books; on the contrary, the list prepared by the publishers is composed of a series of grammars, arithmetics, readers, etc., which have been in extensive use with the approbation of experienced teachers and the public for a number of years. The readers, however, have lately been revised by Prof. Noble Butler, whose qualifications are unquestioned, by which means, new elements of popularity are believed to have been secured; in confirmation of which, the publishers report encouragingly of sales and future prospect.

Editorial Department.

POPULAR ERRORS PERTAINING TO EDUCATION.

We have long been impressed with the belief that there are certain popular errors in regard to the education of children in all our schools, private as well as public. They are not peculiar to Ohio, but are quite as common in all other parts of the country. We can not now claim attention to our views in the matter, further than a brief mention of some of the most prominent of these errors.

1. In a very large majority of cases, *children are sent to school at too early an age*. Children constitutionally weak and slender, are, at the age of five or six years, shut up in school six hours a day for ten months in the year. They receive benefit in the way of learning to read and to spell, but this knowledge is often purchased at incalculable loss. Health and all physical energies severely suffer; the child becomes a puny youth, and the youth soon enters upon a sickly and almost helpless adult age. We are aware that many children of robust constitutions pass through a severe ordeal without apparent injury. This is especially true in country districts, where children have abundant opportunities for healthful exercise, and where, as a general truth, there is much less hard study than is required in our cities and villages. Still, it is a fact which can not be intelligently denied, that very many of our children would become stronger, happier and more useful men and women, if they should be kept from school until they reach the age of eight years; and from that period till the age of ten or twelve, confined in school but three or four hours each day. Such a course would do much to arrest the alarming deterioration in respect to the health which has been going on in this country for the last thirty years.

2. In all our city and village schools, *too much study is required*. This is productive of physical injury, while it is not promotive of intellectual development.

Many of the prescribed courses of study in our Grammar Schools, require children to have in hand at the same time, and to recite each day, Reading, Penmanship, Arithmetic, Geography, Grammar and other studies. The pupils in some of the High Schools, every day have lessons in History, Physiology, Natural Philosophy, Algebra, and, perhaps, Latin, with frequent exercises in Penmanship, Elocution, Drawing, etc. This multitude of studies makes it necessary that children should devote not only their time in school, but all their waking hours at home, to these text-books. Nothing is more common than to find children devoting almost every moment of their mornings and evenings to study. No time is left for physical exercise, for general reading, or for healthful recreations. The mind of the child is constantly worried with the thought that so many lessons must be prepared during the day. This course can not fail to be injurious

to health, mind and temper. It is altogether a mistaken idea that the more studies which are crowded upon a child, the better will he be educated at the end of the term. It is not the way that real mental discipline is secured. The child thinks of nothing but to be prepared for recitation. The lesson may be rehearsed, but the subject is not understood.

We are persuaded that very little study should be required outside of school hours. Let children have their evenings for other purposes than the study of text-books—the time will not necessarily be lost. In addition to affording them an opportunity for attending an occasional concert or lecture, and religious meetings, let them have time for general reading, for listening to the conversation and counsels of their parents, and for the enjoyment of appropriate amusements. Nor would we have them forget the newspaper. Let them be informed in regard to the important news of the day—the current transactions of the world. Then this, few things are more important. While parents will do well to have a care in respect to the character of the newspapers which their children read, few things would be more unfortunate for those children than the denial or neglect to furnish them the means for learning what is daily taking place in the political, literary, social and religious world. We would prefer that our sons should never see a school house, than that they should never read good newspapers.

Most parents are so situated that they, every morning and evening, need assistance from their children in the performance of household and other labors. They can not well dispense with this help. And these labors thus performed by children are a needful and indispensable part of an education for the future realities of life. The girl who is not thoroughly taught to perform ordinary household labors, and the boy who is brought up in ignorance of the work which he will soon have to perform, whatever they may learn at school, will not be truly *educated*. But according to the programmes of many schools, no time is left for rendering this assistance and acquiring this knowledge.

3. We are of the opinion that in many of our schools *the courses of study have not been wisely arranged*. An undue amount of time and attention is devoted to certain branches, to the neglect of other studies which are more important.

What is the true purpose of education? It is to prepare children for the discharge of those duties which will meet them in after life. Mere accomplishments are desirable, and should be secured, provided we can have all that could be desired. But the great work which nineteen-twentieths, yea ninety-nine hundredths of all people find daily pressing upon them, is to earn an honest living, and to discharge the ordinary duties due to the domestic and the social circles, to the State and to God. It is natural for youth to entertain fanciful, romantic and poetic notions in regard to what they shall be and do in their future years; but when those years meet them, they find themselves confronted by life's earnest and exacting realities. Every day brings cares for their experience and labors for their performance. And is it not obvious to all that the education acquired in our schools should be of such a character as to qualify our children for the work ordained for them? Says Herbert Spencer, in his great work on "Education:" "To prepare us for complete living is the function which edu-

cation has to discharge; and the only rational mode of judging of any educational course is, to judge in what degree it discharges such function."

But few of our youth have time for the study of everything that is useful; and it is of the first importance that they should become acquainted with those branches, a knowledge of which will contribute most to their interest and profit. An examination of the "Branches taught, and the number of scholars in each branch," found in the recent Report of the State School Commissioner, will enable one to form a correct opinion in regard to this matter. We find that 94,497 have during the past year studied English Grammar, and 222,895 Written Arithmetic. In Algebra there have been 14,161 pupils, while in Geology there have been but 400. In the study of French there have been 271, while but 21 have studied Botany. Can any one pretend that a knowledge of Algebra and a smattering of French, will be as useful to the farmers and mechanics and their wives of ten years hence, as a knowledge of Botany, Geology and Chemistry?

In speaking of this subject, Horace Greeley remarks: "Too much time is usually given to mathematics. I do not say that a knowledge of Algebra may not be worth having. I do say that it is dearly purchased at the cost of ignorance of Chemistry and Geology. A very moderate and rudimentary proficiency in Arithmetic is all that youth can afford to acquire until they shall have mastered those studies which underlie all the processes of industry, all the arts conducive to the efficiency and usefulness of their lives."

In regard to the study of Latin and Greek in our public High Schools, we have to remark that since these schools have been instrumental in sweeping away a great part of the Academies of the State, it is proper that they should afford facilities for a preparation for entering College. A few hundred of our boys every year enter upon a collegiate course of education; and unless our High Schools are able to furnish them the preparatory qualifications, it will be exceedingly difficult, in many instances, to secure such preparation. The 323* who are reported as studying Greek, are, doubtless, desirous of taking a College course. But in Latin there are 2,133* pupils, not more than one-fourth of whom have a College education in view. It is a question whether the very limited knowledge of Latin which is usually acquired in our public schools by those who are not preparing for admission to College, is worth what it costs. The time which it occupies would be sufficient for gaining a most valuable acquaintance with Book-keeping, History, Meteorology and other branches. Is it not true that some of our youth graduate from our High Schools, who have devoted one-half of the time during their four years' course to French, Latin, Algebra, &c., who would find it difficult to write a respectable letter on business or friendship; and not less difficult to stand up in public and *read from a book or a paper in a correct and impressive manner?*

*See report of School Commissioner.

Monthly News.

CINCINNATI.—“The Catholic Institute” was dedicated on the 13th ult. In the day school there are sixty pupils, and in the night school one hundred and nine-five.

HUGHES HIGH SCHOOL.—At a meeting of the graduates of the Hughes High School, held on Wednesday evening, a complete organization was effected, and a constitution and by-laws were adopted. This association will be known as the “Society of Alumni of Hughes High School.” An election of officers was held, resulting as follows:

Albert H. Allen, President; John T. Baird, Vice President for class B, 1854; Samuel T. Harris, Vice President for class D, 1855; John W. Anderson, Vice President for class E, 1855; Miss Mary Looker, Vice President for class G, 1856; Miss Carrie Menzies, Vice President, for class I, 1857; Miss Belle Porter, Vice President, for class —, 1858; Miss Joanna Lime, Vice President for class —, 1859; Wm. T. Gray, Vice President for class —, 1860; Jaa. Y. Semple, Recording Secretary; Geo. F. Sands, Corresponding Secretary.

Measures were taken to have a social reunion of the Alumni in a few weeks, at which it is expected every graduate will be present.

On the 10th ult., the very fine school building just completed for the Fifth District, was opened with appropriate ceremonies. In one of the halls a sumptuous collation was furnished by the Teachers—James Ross, Principal—to which the hungry Board of Education, and other guests, paid hearty regard.

E. C. S. MILLER, formerly Superintendent of the Schools in Crestline, has taken charge of the schools in Tiffin.

TEACHERS TURNED EDITORS.—I. S. Morris, for many years the successful Superintendent of Schools in Eaton, has purchased an interest in the *Eaton Register*, and become one of its editors. J. F. Wildes, late Superintendent of Schools in Wooster, has become the proprietor and editor of the *Athens Messenger*. We sincerely hope that these earnest young men may, experience prosperity and happiness in their new positions.

C. S. ROYCE is gaining a high reputation as an elocutionist. He recently completed a course of lessons in Ashland, and a committee say of him: “He is no charlatan. As a theorist and an artist, he is master of what he undertakes. His ear is quick and accurate in detecting faults, and his skill and judgment excellent in correcting them. His patience and urbanity as well as firmness, in all his associations with us, have endeared him to each member of our class.”

MILAN.—The Normal School at Milan seems to be on the straight road to success. We hear good things of it almost every week. The Faculty consists of the following persons:

Samuel F. Newman, A. M., Principal; Teacher of English Grammar, Mathematics, Theory and Practice of School Government. Geo. Cornell, M. D., Teacher of Geography, Physiology, and Elocution. Mrs. Julia B. Seymour, Teacher of Map Drawing, Assistant in Mathematics. Mrs. V. C. Taylor, Teacher of Vocal Music. Miss Fannie Ingersoll, Teacher of Instrumental Music. ———, Teacher of Penmanship.

NORWALK.—Mr. R. W. Stevenson, formerly of Dresden, is now at the head of the Norwalk Schools, and the papers of that village speak in the highest terms of his qualifications for the office.

PAINESVILLE.—The new School House is completed, and Mr. M. J. Oatman has been appointed Superintendent. Miss Currier, of New Hampshire, has been engaged as Assistant in the High School.

Mr. VERNON.—Says the *Express*: "The scholars of the Union School gave an exhibition on last Friday night, at the Woodward Hall. It consisted of original and selected Orations and Essays by the students, and an address by Mr. Andrews, President of Kenyon College, Gambier. The exhibition was very well attended, and the performances reflect credit on Mr. Mitchell, Principal of the school."

XENIA.—The *Torchlight* says: "Upon inquiry we learn that the various departments of the Union School were never so full since the organization of the school as they are now—the total enrollment exceeding eight hundred. Most of the rooms are filled to their utmost capacity. As an indication of the increased attendance, we may instance the High School Department, where there were enrolled at the commencement of this week ninety-three scholars."

The Board of Trustees of the proposed new University to be established in this city under the auspices of the United Presbyterian Church, met at the Theological Hall on last Thursday. From Mr. Frazier, a member of the Board, we learn that the agents, the Revs. Messrs. Smart and Wallace, reported about \$70,000 of reliable subscriptions to the endowment fund—and no doubt is entertained of entire success, at no remote day, in securing the required amount, \$100,000, for the establishment of the Institution.

HILLSBORO FEMALE COLLEGE.—In consequence of the resignation of J. M'D. Matthews, Rev. W. G. W. Lewis, of the Cincinnati Conference, has been elected to the Presidency of the Hillsboro Female College.

THE BELMONTERS held a rousing Institute during the last week in December, at Morristown. There were one hundred and thirty-six teachers present.

COOLVILLE.—The Seminary, under the care of the Ohio Conference of the M. E. Church, and of which Rev. T. J. N. Simmons, A. M., is Principal, is spoken of in the highest terms by a writer in the *Athens Messenger*, and whom we take to be the efficient member of our General Assembly from that county.

ALLEN COUNTY.—The Teachers' Association of Allen county, met at Lima on the 26th ult., and were addressed by School Commissioner Smyth.

The U. E. Association of Ross, Highland, Clinton, and Fayette counties, held a meeting at New Vienna, Clinton county, Ohio, on Wednesday, Thursday and Friday, Dec. 26, 27 and 28, 1860. The number of teachers present was encouragingly large. The exercises consisted of lectures and drills, in Arithmetic, English Grammar, Algebra, Elocution, Physiology, and other branches.

The next meeting of this Association will be held at Leesburg, Highland county, on Thursday and Friday, June 6 and 7, 1861.

All the teachers of the four counties are solicited to attend.

E. K. BRYAN, President.

W. F. CRISPIN, Secretary.

HATFORD HIGH SCHOOL.—The exercises at the close of the Fall term of this School were held on Friday evening last, and were on the whole highly complimentary to both Instructor and pupils. The declamations, with some exceptions, were well delivered, and the essays were good, while some were read in a clear distinct tone, that made itself heard, others lost most of their effect by low, indistinct utterance. Would it not be well, Mr. Editor, if modern girls were permitted to spin, drive the cows or oxen, skip into the fields, and laugh, run, jump, and hurrah, yes, "Holler" till the old woods ring, as did their mothers of yore, till they acquire force of voice. If those resolutions on "girls' rights" were *universally* adopted, they might do so without fear of ill-natured remarks. The absence of dialogues was more than made up by mirthful sallies in different pieces. The motto of the school was well chosen, "What we have become, not what we are," as probably a large number of the scholars never appeared before so large an audience before, and the object of this is to encourage those patiently striving for excellence. Much credit is due Mr. E. Merrell, the Instructor, for his thorough discipline of the younger, and careful training of the older pupils, by whom the mental feast was largely increased. The exercises were interspersed with excellent music.—*Western Reserve Chronicle*.

WAYNESVILLE.—The Schools in our town are making tolerably fair progress; the prospects of encouragement from the public are not so flattering to the teachers and pupils as they would wish. Parents, generally, do not sufficiently appreciate the irksome and incessant labors of the teachers; neither do they encourage any system of education by giving proper attention to the demands and interests of schools. The number in attendance at Mr. Maigs' room is not very large, but the recitations were extremely praiseworthy to the different classes and to the teacher. Mr. Kinney's room is crowded to excess, but the pupils were very orderly, and acquitted themselves admirably. Miss Kinney's and Mrs. Maigs' schools present a fine army of youths mastering the 'first elements of an education, which is to conduct them to higher positions of mental culture. Visit the schools by all means!—*Visitor*.

Book Notices.

THE BLENNERHASSETT PAPERS, embodying the private journal of Herman Blennerhassett, and the hitherto unpublished correspondence of Burr, Alston, Comfort, Tyler, Devereaux, Dayton, Adair, Miro, Emmett, Theodosia Burr Alston, Mrs. Blennerhassett, and others, their contemporaries; developing the purposes and aims of those engaged in the attempted Wilkinson and Burr revolution; embracing also the first account of the "Spanish Association of Kentucky;" and a memoir of Blennerhassett by William H. Safford. Cincinnati, Moore, Wilstach, Keys & Co. 1861.

Three years ago Mr. Safford wrote the life of Blennerhassett—a 12mo. volume of 250 pages. Since that time he has come into possession of numerous papers, the existence of which had been unknown to the public; and he has prepared an exceedingly interesting 8vo work of 650 pages.

It is not our purpose to give a review of this book, and we will only add that the reader will find it both instructive and entertaining. It is published in attractive style, and sold by subscription at \$2 50.

RHETORICAL PRAXIS.—The principles of rhetoric exemplified and applied in copious exercises for systematic practice, chiefly in the development of the thought. For use in Schools and Colleges. By Henry N. Day, Author of "Elements of the Art of Rhetoric" and of "Elocution." Cincinnati, Moore, Wilstach, Keys & Co. 1860.

In a former number of the *Monthly* we called attention to President Day's work on Elocution. The "Praxis" is prepared with the discrimination and taste which characterize all the works of the author. It is not merely a set of rules for *expression*, like most works upon Rhetoric; but likewise a guide to the unfolding of thought. We know of no better work "for use in Schools and Colleges."

COURSE OF ANCIENT GEOGRAPHY.—Arranged with special reference to convenience of recitation. By H. J. Schmidt, D. D., Professor in Columbia College. New York, D. Appleton & Co. 1861.

Every student of Ancient History and every intelligent general reader need understand the subject treated in this work. Indeed, no one is prepared for the study of History without Geographical knowledge of the countries spoken of.

The author of this book, like all the "*Schmidts*," understands the business he has in hand. The arrangement and style of the work are excellent.

REMINISCENCES IN THE LIFE OF A LOCOMOTIVE ENGINEER. Columbus, Follett, Foster & Co. 1861.

A work of more thrilling interest we have seldom met. The author has

been an engineer upon several of the most important roads in the country, including the Hudson River, N. Y., Central and Little Miami. His descriptions of collisions, accidents, deaths and miraculous escapes, are sometimes perfectly terrific. The work also furnishes much instruction in regard to the operation of railroads, the force of steam, the principles upon which locomotives are constructed, etc. Those who read this book will be far less likely to complain of railroad management than most travelers are.

THREE YEARS IN CHILI.—By a Lady of Ohio. Columbus, Follett, Foster & Co.

The writer of this clever work is the daughter of a distinguished Ex-Chief Justice and Ex-Governor of Ohio. Her residence of several years in Chili qualified her for the preparation of this readable book.

ABOVE HER STATION.—The story of a young woman's life, by Mrs. Herman Phillip.

BUDS, BLOSSOMS AND BERRIES.—By Mrs. Helen M. Bostwick. Columbus, Follett, Foster & Co.

These are well-written and entertaining works. Their social and moral influence can not fail to be good.

PERIODICALS.

We have long intended to notice our educational exchanges, in detail. But every number of our *Monthly* is filled up before our "copy" is all disposed of. We are in receipt of about thirty periodicals which make popular education their speciality. We value each and all of them, and wish them the prosperity which they deserve. But we can call special attention to but a few of them at this time.

The Journal of Progress, published by Elias Longley, Cincinnati, commences its second volume with decided improvements upon its first. Instead of a semi-monthly of sixteen pages, as last year, it has become a monthly of thirty-two pages. It is printed partly in the common type, and partly in phonetic characters, and is worth much more than the \$1 which it costs. The publisher pronounces it vastly more attractive than other educational papers. Every publisher judges thus of his own; and in this respect "*Elias is a man subject to like passions as we are.*"

The Southern Teacher.—Of this work, published in Montgomery, Ala., we have already expressed a high opinion. It is a valuable periodical, and we commend it to any who may desire to take a journal from that part of our beloved country. But, Brother Barton, why did you not give us credit for the article, by Mr. Allyn, which you copied into your December number?

Lewis' New Gymnastic, Boston.—Dr. Dio Lewis has a fine reputation as an instructor in Physical Culture. The *Gymnastic* is worthy of its Editor, and we wish for it a wide circulation in Ohio. Terms, \$1 00.

The Massachusetts Teacher.—It is a noble work—one of the most welcome of our exchanges. Though it hails from a city where Sunday mobs are popular, its moral tone is pure and elevated. We never see it enter our office without rising from our seat and grasping it as we would the hands of its thirteen editors if they were to honor us with a visit. And we take this opportunity to express our profound regret that in a notice of our advertising pages, a few months ago, we wounded the feelings of the "Resident Editor." We intended no offense, and perpetrated the intended pleasantries in a fit of temporary obliviousness of what Sidney Smith says of the necessity of a surgical operation in certain cases.

PAMPHLETS.

Address of President I. W. Andrews on the Twenty-fifth Anniversary of the establishment of Marietta College.

We read this address a few days since, but have it not in our possession at present. The title we are unable to give with exactness, but, as all who are acquainted with the author will believe, it is a most interesting historical discourse. From feeble beginnings Marietta College has risen to a high rank among our institutions of learning. It was never so prosperous as at present.

Addresses delivered at the opening of the State Normal School, Winona, Minnesota, by Edward D. Neill, Chancellor of University, and Superintendent of Instruction, and John Ogden, A. M., Principal of the School.

We give in our present number an extract from Mr. Ogden's address, and are happy to learn that the School has made a most promising beginning.

An address delivered at the re-dedication of the State Normal School Building, at Ypsilanti, Michigan, April 18, 1860, by John M. Gregory, Superintendent of Public Instruction.

This eloquent and earnest discourse shows the relations of the Normal School to the school systems of the State.

Physical Training in Public Schools.

Another Boston notion, and a good one at that. It was prepared by a special committee of the Boston Board of Education, and was called forth in answer to the suggestions of Mr. Superintendent Philbrick.

REPORTS.

Pennsylvania Common Schools.—Mr. Burrowes, State Superintendent, has presented to the Legislature of Pennsylvania an exceedingly well-written and readable report of the condition of public schools in the Keystone State. We have not room for extracts at present, but intend to refer to it in a future number.

Illinois Report.—Mr. Bateman's report reached us to-day; and all that we are prepared to say of it is that we shall take it home with us for our evening's reading. It is good-looking, and we shall be greatly disappointed if it does not bear close acquaintance.

Cincinnati Report.—In a recent number of the *Monthly* we gave an extract from Superintendent Allen's report to the Cincinnati Board of Education. We sincerely wish that we had room for extracts from the reports of Messrs. Shepardson and Knowlton, Principals of the Woodward and Hughes High Schools. The report, embracing 144 octavo pages, is a document which well repays examination.

Sandusky Report.—This was prepared, chiefly, by Superintendent Cowdery; and we would almost as soon think it necessary for us to endorse the Ten Commandments, as to commend to our readers anything that he has written.

City of Chicago.—This report is full and satisfactory. The schools of the "Garden City" seem to be in a flourishing state, as might be expected when it is remembered that they are under the superintendence of one of those *Wells* which are never dry.

CATALOGUES.

These have been accumulating upon our table for several months, until they are so numerous that we have room for nothing beyond mere acknowledgement.

Colleges.—Western Reserve—with a fine cut of the buildings and grounds; Marietta; Mount Union; Ohio University; Eclectic Institute.

Female Seminaries.—Ohio Wesleyan, Delaware; Glendale; Western, Oxford, Lake Erie, Painesville; Granville Female Academy; Granville Episcopal,

South-Western Normal School, Lebanon; State Normal School at Salem, Mass.

WE AUTHORIZE THE FOLLOWING OFFER:—A copy of Webster's Unabridged Dictionary on fine sized and callendered paper in English Oalf Binding as a premium for the best essay on the importance of the Dictionary in the School Room,—its most general use not only as indispensable to a correct knowledge and use of language but in its relation to all the studies of the school, as Grammar, Arithmetic, Reading, Spelling, Composition and the advantage to each pupil of being possessed of a suitable school dictionary of his own. The essays to be submitted to the Board of Editors of your journal, and not to exceed four pages of the *Monthly*; the prize essay to be published in the *Monthly*, and any others offered at the discretion of the editors, giving or withholding the authors name at the authors desire, except in the case of the prize essay, where the name is to be given.

Essays to be sent in by March 1st. It is not desired that partizan ground be taken in regard to any particular dictionary.

THE
OHIO EDUCATIONAL MONTHLY:

A Journal of School and Home Education.

MARCH, 1861.

Old Series, Vol. X, No. 3.

New Series, Vol. II, No. 3.

Normal and Professional.

ARITHMETIC.

BY E. E. WHITE.

Arithmetic is the *premier* of the common branches of study. It is first in the regard of the people and first in the labors of the teacher. Its importance is unquestioned, and its claims for its superior position almost undisputed. Whether this is due to the intrinsic merits of the study, or to its supposed intimate relation to *Mammon*—the chief deity of our civilization—I need not now stop to determine. It is certainly believed to be a sort of *Midas*—having the power of turning everything it touches into gold, or, at least, of making a “pile.”

Hence the school boy, for months and years, bravely attacks huge columns of digits and besieges “sums,” and all with the assurance that he is striving for something *practical*; something useful in getting the “needful.”

Arithmetic is also better taught than any other study. This is a natural consequence of the favor with which the study is regarded. Among School Examiners, it is a *pons doctorum*, in

nine cases out of ten, taking the applicant for a teacher's certificate, safely over the pedagogic *Styx*. As a result of these influences improved methods of teaching Arithmetical were the first diffused and the most earnestly received by teachers. It has also led the way in school apparatus. The slate and pencil, antedate maps, globes and air-pumps. The black-board was one of the first of modern improvements in the school-room.

Another reason why Arithmetic is better taught than other studies is found in the superior character of the text-books on this subject. A comparison of leading Arithmetics will reveal greater excellence and greater similarity than are found in text-books upon other subjects. Especially is this true of the *older* works. The changes are less important. The introduction of the analytical for the rule method of older works is, perhaps, the only radical change made in works on Arithmetic for many years.

That Arithmetic, however, is generally *well* taught, or that the results attained are commensurate with the time and labor devoted to it, I do not claim. On the contrary, I believe there is an earnest demand for truer methods and higher success. A diligent search through a number of volumes of Educational Journals, published within the past six years, has resulted in my finding but one brief article upon the *how* of teaching Arithmetic, and that was upon *Rule-teaching*! This has induced me to submit a few suggestions intended for *novitiates* among the teachers of Arithmetic.

THREE DISTINCTIVE METHODS.—There are three distinct methods of teaching written Arithmetic. They may be designated the *Rule Method*, the *Analytical Method* and the *Process Method*. To present these methods in their specific character, will greatly aid us in determining their relative value.

According to the Rule Method, scholars are required to commit definite rules and solve problems in strict conformity thereto. The recitation consists in the repetition of rules both as a memoriter exercise and as an explanation of *solutions of problems*. The great work of the scholar is to get a given answer by the rule.

The committing of definitions, general principles and abstract theories is also classed under this method. The distinctive feature is the attempt to teach Arithmetic as a *science*. Some of the abuses of this method deserve mention here. Sometimes, instead of actually solving problems before or during the recitation, the

scholar (or the teacher) states how the work *might* be done by the rule. The attempt to teach Arithmetic *by lecturing* is a natural outgrowth from this method. In this way the teacher attempts to do the scholar's work for him. As the great object is supposed to be to become familiar with rules, principles, and theories, the solution of *all* the problems by each scholar is, of course, needless. The black-board is used by the teacher for illustrations, or, perchance, some fortunate scholar displays the solutions of the more difficult problems for the other scholars *to look at* or to copy. Of course no *extra* examples are given.

The Analytical Method dispenses with all rules and processes, as such, as far as possible. Every problem is solved by a rigid analysis. Written Arithmetic, in short, is taught in the same manner as mental, the slate or board being used merely to preserve results. In Reduction, Fractions, Proportion, Percentage, &c., every step depends upon a process of reasoning.

Some teachers require the work to be brought into the class upon slate or paper, and the recitation consists of an analysis of the problems, the written solutions being used merely to give results. Others require the problems to be solved in the class and then explained. Pupils thus taught can readily solve problems within their mental *reach*, and give a rational explanation of the same, but sadly fail when called upon to state accurately definitions, general principles or general processes. They can reason out and readily solve a given problem in Interest or Discount, but can not state, in general terms, how either is computed.

According to the Process Method scholars are taught arithmetical processes by *imitation*. With the rule as a statement they have nothing to do; much less with the abstract explanation of the rule. Rules are sometimes consulted as an aid to the process. Generally, however, the *modus operandi* is caught from the teacher's model or from the solution of similar problems given in the book. The great query with such scholars is, "How are these examples worked?" Show them that and they are satisfied. This method is rarely used to the exclusion of the other two. It often characterizes school instruction. It teaches Arithmetic as an *art*. The knowledge of scholars, thus taught, is in their eyes and at their fingers' ends. We have now in mind a teacher whose classes are mainly thus taught. Each scholar is required to bring into

the class the solutions of all problems assigned, neatly arranged. The first step in the recitation is to see that each scholar has the "work" upon his or her slate. This inquiry over, the scholars take the black-board and rapidly and silently rework all the examples of the lesson. The teacher uses his eyes, at good advantage, to detect errors, and occasionally helps a scholar over a hard point. In rapidity and neatness of execution, his classes excel any I have ever seen. In teaching beginners, especially, he uses this method almost exclusively.

THE TRUE METHOD.—In the light of these three methods, the true plan can readily be presented.

There are, at least, three results to be aimed at in teaching Arithmetic:

1. Accuracy and rapidity in combining numbers, or mechanical skill.
2. A clearness of mental perception and of logical analysis.
3. The habit of generalization and an accurate statement of general principles.

It will be seen that these three results are attained by the three methods already described, taken in an inverse order. The true method, therefore, must be a *combination* of these. Which result is most important? This depends upon the mental maturity and age of the classes taught. In teaching children under twelve or thirteen years of age, processes should be first taught, gradually combining the simpler forms of analysis. Definitions may be committed to some extent. Rules, if committed at all at this age, should be learned after the scholar has become familiar with the process. A rule is a process stated in general terms and is, of course, deduced from the given process. The scholar should not be compelled to reverse this order. The committing of a rule should be but the proper wording of a process already familiar to the scholar. As scholars advance, the Analytical Method should take the place of processes. In the applications of the Fundamental Rules, of Fractions and of Proportion to practical questions, it should be dominant. The scholar thus taught is "a rule to himself." In some cases rules may be depended upon. Rules, however, should often be learned and repeated as a drill in concise expression.

The teaching of general principles and the theory of numbers

should be deferred to that age when the reasoning faculties and the judgment are prepared for such exercise. Many of the generalizations of Arithmetic are the products of mature minds. The attempt to force the mind of a mere child over these reasoning processes, or to stuff its memory with abstract truths and generalizations, is utter folly. The true method teaches processes, then analysis, and lastly abstract and general principles. Problems should be explained, in general, as in mental Arithmetic (analytically), the use of the rule for *this purpose* being generally discarded.

Practical suggestions upon the management of classes, the use of the black-board and slate, preparation of lessons, reviews, tests, &c., we must omit for an other article.

In his recent message, Gov. Dennison says: "Our present school law was enacted in 1853. It is much more comprehensive and effective in its provisions than any preceding law in Ohio. Being radical in some of its features it is not surprising that it met with early opposition. It imposed, what seemed to some, an unreasonable taxation, and conferred authority upon Boards of Education which was objected to by many. But from the first a large majority of the people approved the system, and since it has vindicated its value by its actual workings little opposition is arrayed against it. Wherever it has been faithfully administered it has accomplished a noble work for the people of the State.

"For a full exhibit of the progress in education under this system I refer you to the report of the School commissioner.

* * * * *

"The steady increase of the number of children in attendance upon the schools, the improvement in the qualifications of teachers, the number and character of the high schools of the State, and the great improvement in the architecture of the school houses, are indicative of a pervading educational interest among the people.

"I do not deem it necessary to recommend any essential modification of the school law. The small appropriation which the Commissioner recommends for the encouragement of Institutes in the more sparsely settled counties would, I doubt not, be productive of good."

"Tommy, my son, what is longitude?" "A clothes-line, papa." "Prove it my son." "Because it stretches from pole to pole."

Poetry.

[A Picture in the old Sax-on Style.]

YE PEDAGOGUE :

A Contemplative Ballad.

BY J. G. SAXE.

Righte learned is ye Pedagogue.
Fulle apt to reade and spelle ;
And eke to teache ye parts of speeche,
And strap ye urchins welles.

Right lordlie is ye Pedagogue
As any turban'd Turke :
For welles to rule ye District Schoole,
It is no idle worke.

For oft Rebellion lurketh there
In breaste of secrete foes,
Of malice fulle, in waite to pulle
Ye Pedagogue his nose !

Sometimes he hears, with trembling feare
Of ye ungodlie rogue
On mischieffe bent, with felle intent
To licke ye Pedagogue !

And if ye Pedagogue be smalle,
When to ye battell led.
In such a plights, God sends him mighte
To breake ye rogue his heade !

Days after days, for little paye,
He teacheth what he can,
And bears ye yoke, to please ye folke,
And ye Committee-man.

Ah ! many crosses hath he borne,
And many trials founde,
Ye while he trudged ye district through,
And boarded rounde and rounde !

Ah ! many a steake hath he devoured,
That, bye ye taste and sighte,
Was in disdain, 'twas very plaine,
Of Day his patent righte !

Full solemn is ye Pedagogue,
Amonge ye noisy churls,
Yet other while he hath a smile
To give ye handsome girls ;

And one—ye fayrest mayde of all—
To cheere his wayninge life,
Shall be, when Spring ye flowers shall bringe,
Ye Pedagogue his wife !

CLOSE OF SCHOOL.

BY G. D. HUNT.*

"Tis a time

For memory, and for tears."—*Prentice*.

Reader, are you a Teacher? If you are, I will suppose that you are well acquainted with the trials and perplexities of the schoolroom, as well as its pleasing associations. You know the worth of learning, and fully appreciate the beauties of science; and it is your delight to aid and encourage those who are engaged in the pursuit of knowledge and wisdom. The school room is then your home, and your pupils are your children. And you know that every honest parent loves his children. You know, too, that every parent must love wisely. Love for children is a good quality, when it does not render the parent blind to their faults (if they have any) but it should incite him to restrain their evil proclivities, and lead them in the path of rectitude. He must chastise them "while there is hope." This is always a painful task, and it too often mars the peace and pleasure of a school room. But if a teacher do not fulfill his whole duties, sad consequences will follow.

A true teacher cannot but feel that he has a precious charge, and gladly would he do for them his whole duty. But how humiliating to find that his best and most disinterested efforts are not appreciated, his most earnest exhortations disregarded, and that a part of his charge are only degrading the beauties of learning and wasting their precious time; he has tried corrective means with his pupils, and found them inefficient, or his "soul has spared for their crying." Does he not then feel released, when the closing exercises are performed, and school is dismissed. When the "numerous and unruly clan" has departed, and he remains the soul tenant of the house; then follows what may indeed be an interesting season. It is a time to commune with the heart—to review the operations of the day—to learn what he has done amiss, and to derive a lesson of wisdom for the future. Has not many an earnest teacher then wept over the errors and weaknesses of youth, and felt that parental folly was adding to his cup of sorrow, already full?

*Janesville, Wisconsin.

Close of School ! It is a time that teachers may call their own. City teachers can then find much to engage their attention. Large cities afford all kinds of entertainment—adapted to all dispositions. But the rural teacher who loves solitude, will enjoy precious seasons at the close of each day's labor. His thoughts and his musings can then take their own course. Some inanimate object adjoining his mansion may become a companion. On one side is a field of ripening grain, on another a leafy forest where the birds untamed and free suffer from no cares and anxieties. Then he may think of the bounty of Providence to the farmer, and also to the feathered tribe. Or is it in the wintry season ; then is the most interesting time in country schools. Then the teacher's skill is most called into requisition. Perhaps he has had an unusual day of distraction ; he may fancy he hears in the blowing wind, the moaning trees, the creaking shutters, and the puffing of his coal fire, nature's music chanting a rest to his troubled spirit. Where is the true teacher who is not also a lover of Nature ? I will venture to say that there are but few. And as the thoughtful person contemplates the orderly course of Nature he will wish that a like degree of harmony prevailed among mankind.

I do not say that all in the school room is sorrow and distraction. There, and in other places, teachers may have much pleasant enjoyment. How pleasing a task to unfold the beauties of science and literature to the mind of youth—to mark the dawning of their intellect, and to observe its development into mature wisdom ! He who loves and appreciates useful knowledge and genuine wisdom rejoices to aid others in their pursuit. It is a part of his "meat and drink" to encourage the young learner. He feels that he has a precious charge. And it makes his heart glad to see them advancing up the hill of science. When pupils are anxious to learn it is a pleasure to teach. When school is dismissed the teacher may remain an hour at his seat and commune with some of his favorite authors. By such opportunity I first read Milton. Well do I remember the impression that I received, when as the last rays of the setting sun fell on my desk I came to the lines :—

"Thither came Uriel gliding through the even
On a sunbeam, swift as a shooting star."

Milton is not the only author with whom I have cultivated acquaintance at such times. I have then received some of the best

advice and encouragement from educational journals; and then I have recorded some of my experience which I afterwards saw in print. I have then also paced the floor in a state of mental vacuity that was not devoid of interest. I knew not how to employ myself, and yet I did not like to be idle. What should I read? what should I compose? or how should I exercise my thoughts?

Is the teacher a praying Christian? Such ought every one to be. When his school is dismissed and he is left alone, how appropriate then to kneel at his desk and pour out his soul in earnest prayer to the throne of Heavenly grace, and ask for Divine guidance in the instruction and discipline of his charge. No body needs such help more than he. His Heavenly Father "who heareth in secret" can openly give him the needed assistance. If he has had on that day special success in his work, there should be a season of thanksgiving. O that there were more pious instructors, and more Christian homes.

THE SCHOOL-ROOM ARTISTICALLY CONSIDERED.

↓ BY C. H. MURRAY.*

How many teachers are there in the State that love a picture? or that can discover the sentiment expressed in a statue? or direct the attention of their pupils to an observance of the *Beautiful* in nature and art? I have no doubt there are many who will consider these questions as impertinent and heterodoxical. Why should they meddle with the beautiful, or be called upon to determine whether the object represented in that frame is a horse, or an — reflection of their own stupidity? In the main, our professors teach books;—stereotypically printed, *cut and dried*, and substantially pressed *books*. What is drawn from between their covers, *smothered* into the brains of their attendants, constitutes in their estimation, EDUCATION. Oh, egregious blunder! Oh, sad error! that too long has been feeding souls on unseasoned intellectual food. They present the meal without spice or condiment to give it zest and relish. They give Education a poor, naked body, without soul or animation; and so its worshippers

*Miami University, Oxford.

become dry-as-dusts,—lank, lean, and mournful. Now, in truth, we must have more *poetry* taught; and poetry must pervade our educational systems, or we will be in a fair way to become a nation of cynics. It is not the end of life to get money and wear fine clothes. It should not be alone the purpose of our schools to fit men for money-getting, and to make them fine accountants and reckoners. This tendency is forward and bold enough. It has brought men, and women too, to see the *figure* in everything, without discerning the spirit.

I say we must have some poetry taught. By this I do not mean language set in meter, and jingling with rhyme; or the philosophy of the prosodial scanning in the grammars; but it is that science that shall cultivate an appreciation of the ideal; that shall lead from the material to the spiritual, and instruct one to look upon a picture as something more than a mere arrangement of light and shades. Children that are reared with the lovely, will grow lovely. Like all other dispositions, this recognition of the symmetrical, and taste for ideal expression, improves by culture. It can almost be said, that our characters are but a reflection of what we have associated with. If you give the mind beauty to play upon, the familiarity will soon lead to the production of happier thoughts, and more exalted desires. Our school-rooms then, ought to have more of the art-gallery finish about them. They should at least have the appearance of a comfortable, or respectable home. Their bare, blank, monotonous walls, should be furnished. They *can* be, wherever there are teachers of any ambition and public spirit. Let this begin in our cities and towns. At present we have nothing to hope, (in this respect,) from the country, where resources are so scattered. The towns should lead, and by and by the country will follow; for its fashions are all town-derived. In Ohio there are many towns of three thousand inhabitants and upwards, where, within the last few years commodious and substantial school buildings have been reared. In these, the school authorities have placed the mere necessities for the conduct of a school. But the buildings are not *furnished*. The rooms are not specially *attractive*. In them there are no objects particularly suggestive of pleasant feelings. There is nothing to awaken poetical emotion, or historical reflection. There are your maps in dead colors, your sombre black-

boards, and the blank white walls. And that is the room where the fresh, sensitive soul is sent every day to be impressed with nothing but heavy tasks and rigid discipline; and to grow into a dislike of its young life, and everything about it. I am no advocate of an abatement of labor, but I wish labor to be enlivened and spiritualized. The anchor was too heavy for the sailors until the song lightened it.

Every school-room should be hung with pictures. Small shelves should be tastefully arranged, out of danger, for objects of curiosity, busts, and statuary. By the judicious expenditure of \$50, a school-room can be made delightfully cheerful. Very pleasant prints and engravings can be procured in the picture furnishing shops, ready framed, for from \$1 50 to \$5; and busts, and agreeable articles of statuary, for about the same price. But where shall the money come from? Let your pupils earn it. They will take a pride in the matter if it is properly and judiciously presented to them. If you have singing in your school, give a public concert or two, and an exhibition. Charge an admittance, and by this means induce the parents to contribute to an important and commendable object, that they might not otherwise have the magnanimity to assist. The teacher who is possessed of a soul, (if you have none, pray for one without delay,) will be surprised to find how much such decorations will cheer him, and serve as agents of relief, to remove a certain heaviness that often weighs upon the heart of the most hopeful. Nor will they prove less serviceable or interesting to your pupils. The best series of essays that I ever received from my pupils, were suggested by, or descriptive of some portraits that were placed in my school-room. How much will a life size print of Washington, Franklin, Clay, Webster, or Napoleon speak in a school-room? One of my girl pupils once remarked: "I do not like the portrait of Webster much; whenever I am idle, his big, black eyes appear to look right at me, and rebuke me for it." Thus they may prove to have a moral power as well as to break the barren monotony of naked walls.

If you are a precise man, and wish to be certain of what you get, never marry a girl named Ann, for we have the authority of Lindley Murray, and many others, for the assertion that Ann "is an indefinite article."

From the Century.

NEWSPAPERS AND EDUCATION.

Some days since, a little girl accosted us on a ferry boat : "Please tell me what o'clock it is, sir?" "It is just nine." "Then," said she, "I shall be late at school?" "Do you cross the river to go to School." "No, sir, but I have been to my aunt's on a visit, and I am now going back ; I'm afraid my mother will not let me go again if I am late." "What are you studying?" "I'm in ancient geography, rhetoric, composition and grammar." "Do you not study *modern* geography?" "No, sir, but I am going to study physiology, geology and metaphysics." "Are you, indeed?" "Yes, sir; my mother says they are the fashionable branches; modern geography and arithmetic are so common, you know,—*everybody* learns *them*. She wants me to learn the higher branches." "Will you take a message to your mother from me?" "Yes, sir." "Tell her that you met a gentleman on a ferry boat who told you that ancient geography, and rhetoric and physiology are not the studies for a child of your age; and that modern geography, arithmetic, and a good newspaper are the higher branches. Don't forget this."

It would be for us a perilous undertaking to assert that girls in general, are not equal to boys, and consequently that women are not equal to men. We assert no such thing. We are afraid to do it—we fear almost to put the case hypothetically. *Are* girls equal to boys, and women to men, in tact and ability to accomplish what is equally within the capacity of either sex? Have they equal presence of mind in danger, equal readiness of resource, equal knowledge of passing events, equal power to seize new arts and to take advantage of opportunities? To sum up in a word, do they make as much and as good use of their faculties as boys and men?

Why not? Is it because master Bob asserts a divine right to the newspaper of mornings, so that his sister, poor little soul, is obliged to go to school to have all the philosophy thrust down her intellectual throat, without any knowledge of the real matters in life by which they are illustrated and to which they are applied? Is it because the poor child must drink in rhetoric without having read the fine periods of Seward and Everett, or the glowing eloquence and the criticism of the leading columns? Is it because

she's in the maid's hands to be "fixed up," with her thoughts and aspirations directed to a new hoop-skirt, and to have her hair and her mind twisted into curls, while Bob is catching the magnatism of dutiful great deeds, by reading telegrams from California, France, England, Italy and China? "Hurrah! Garibaldi is at Naples! Hurrah! The Sardinians have whipped Lamoriciere, and the Pope is going to be kicked out of Rome," shouts Bob, as little hoop-skirt comes into the breakfast room, and simpers in her darling accent: "Ma, I want a pair of jet armlets—Evelina Louisa Sophronia Smith has a pair, and I think it's a shame that I can't have them. Won't you make Bob stop that drea-ad-ful noise?" "Yes, dear, you *shall* have the armlets. Ma will you go out and get them this very day."

Ma is going to make herself over again in her child. She never reads the papers, excepting the marriages and fashions, and the horrors, and the sickening romances, and the small gossip, and why should her daughter?

Some judicious families and circles must be excepted from this *not* caricature, where we see girls equal to boys, growing up into women who will not be inferior to men.

It is possible that we overrate the influence of the newspaper as an educator, but we think not. It is the voice of the living world. It is history, art, philosophy, science, truth, justice, rhetoric, grammar, and everything else—not unmixed with falsehood and nonsense, but not more so mixed than the home infant school for girls, from which boys break away before their bones are out of gristle. Take Grammar, Natural History, Rhetoric and Composition. Where are these so well taught as in the carefully edited newspaper? What better lesson in Rhetoric than to see some popular writer or famous scholar roasted alive on the hot coals of criticism? Where are better examples of tasteful composition? Where is a better cabinet of natural history? What in all the world escapes the newspaper editor? And if he commits blunders in grammar, or logic, or fact, or philosophy, is he not forthwith served up on a gridiron by another editor? Where, but in a newspaper, will be found a running history of all the literature of the day? Where else are you told what books you may safely buy, what are not worth putting on your shelves, and what would be as hurtful to the minds of your children as henbane to their bodies.

EXTRACTS FROM THE DIARY OF A SCHOOL EXAMINER.

✓ No. IV.

Oct., 1856. We do not feel disposed to ridicule our teachers for their want of polish, or ignorance of many established usages of good society. Eccentricities and awkwardness are sometimes inborn—for which we are no more responsible than for an hereditary squint or lisp. Grace and ease may be natural to some few favored ones, but the manners of a finished gentleman are, in most instances, formed by long practice, under the tuition of refined associations. Should a candidate exhibit good sense, sound judgment, activity, earnestness, a fair acquaintance with the required branches, we scarce notice any departure from the required ordinary rules of politeness in his address, or negligence in his attire; and are by no means horrified at his spitting on the floor, staring at us with open mouth, or at his neglect to remove the surplus mud from his feet before entering the room. We hope he will be more decorous and thoughtful by and by; so we do not rate him any lower nor call him “stupid” for these breaches of etiquette.

To-day, however, one candidate was so particularly *ugly* in dress, personal appearance and manners that we could not avoid remarking him. The lower portion of his face was marked and prominent—the upper portion apparently “half-finished”—the forehead low and receding—his eyes sunken and void of expression. We concluded that with more intellect he would make a second rate rascal—with a few grains less he would be a fit subject for an Idiot Asylum. When he surrendered his papers he thrust at us with a jerk a soiled, crumpled note from two of the Local Directors of District No. 7, Pine township, stating that they had already employed him, and *demanding* a certificate from us on the ground that “We noe more nor yu do wot Sort of a Teecher ower Deestrick wants, and mr. jebb noes enuf to keap schole in ower Deestrick;” and with a limp which we had not before noticed he left the room. Not coinciding with these gentlemen in their estimate of Mr. Jebb’s intellectual attainments, we have respectfully declined to comply with their request.

Nov., 1856. Esq. Grater, of Pine township, called on me to-day. “School matters,” said he, “are all going wrong down

our way. Last year, on school meeting night, there was a political caucus over to the centre, so most of us went over there. A few got together at the school house and elected Jim Craton local director. He is one of the meanest, tightest men in the township; always grumbling about his school tax—for, you know, we have always had good teachers in our district and have paid our teachers good wages. We meant to attend to the matter this year—but it rained terribly about the time school meeting should commence, which kept many at home. Craton went around among the folks at the corners, got the majority to go with him, and they chose Sam. Sneller in place of Dea. Jones whose time ran out. Sneller is not a bad man, but, you see, Craton has a mortgage on his farm, and so has him under his thumb. They two, being the majority, have had matters their own way, and a pretty muss they have made of it. You recollect that ugly looking fellow you wouldn't pass last examination? Well, he's Craton's brother-in-law—and he's determined he shall teach our school this winter, any how. Last night I was down to the corners, and heard him swearing vengeance against you. He says the local directors ought to say how much a fellow should know to teach school, and that, unless you *do* give him a certificate, the school house shall be locked up this winter. Now, unless you come down and compromise the matter, and convince him that Jebb aint up to the mark according to the law, we shall have no schools worth anything for two years to come, at least."

"What do you know about Jebb?" I asked.

"Nothing in particular," said he. "He came here about a year ago from New Jersey, where Craton came from: was laid up with a sore leg about three months—and since then has just loafed around the corners, doing odd jobs, and drinking whenever he could get money. Several things have been missed lately, and some folks think he knows where they are. Somebody told me yesterday that a stranger came along about a week ago, and looked kinder surprised to see him, but said nothing. Jebb dodged over to Craton's in a hurry, and haint shown himself much since. But say, now, will you come over and talk to our folks?"

This information startled me, though my worthy friend seemed to attach no particular importance to the fact,—and feeling anxious to "watch the case" somewhat closely, I assented, and appointed Thursday of next week for a meeting.

Dec., 1856. "Murder will out." Yesterday a gentleman came into my study, considerably excited, and wished me to tell him all I knew about Jebb. Having received the desired information, he said he was now satisfied that he was the same person who broke into his house, in Eastern Ohio, about a year since. He stopped at a low tavern in his neighborhood; committed the burglary at night; but had been fired upon while escaping with the plunder; was tracked some distance by drops of blood, but had managed to make his escape. Being in this part of the State, and accidentally meeting him in an out of the way place, he was struck with his confusion at being recognized, and his limping when he sneaked away. "The merest chance," continued he, "has furnished me with sufficient evidence against him to warrant an arrest. Among the articles stolen from my house was an old-fashioned silver watch, of no great value, but a sort of heirloom in the family. That is now in my possession. I procured it from the landlord of your village hotel, who says he purchased it, some three months since, from a lame man living with one Craton in Pine township." I then explained to him the situation of school matters in District No. 7, and we arranged that the arrest should be made at the close of the lecture to-morrow evening.

Dec., 1856. According to agreement went over to Pine township yesterday. Notice had been widely circulated, and when the appointed hour arrived, the school house was crowded. I was informed that about noon arrangements for a *chiravari* to break up the meeting had been discovered; Craton having organized a band of rowdies to commence a *horse serenade* whenever he should give the word. The necessary preliminary arrangements, however, were too patent to escape discovery. My grey-haired old friend, Col. Spuhler, went down to the corners and coolly proclaimed that any attempt at a row would be a signal for a general "cleaning out" of all concerned. "You all know me," said he. "I am never caught napping. Esq. Grater and I have been expecting this ever since the meeting was announced. Our arrangements are as perfect as *yours*. If you will observe closely you will see every *decent* man and boy in the district bringing a good sized cudgel with him, and the *decent* outnumber the *indecent* three to one in these parts." When I arrived the crestfallen countenances of Craton's minions told plainly that the contemplated row had been postponed.

An organization having been perfected, I proceeded to make a few remarks on the necessity of the universal education of our people : of its personal, social, political, religious importance—and closed that portion of my lecture by saying that “ every person *was* educated : if not in our schools, out of them—if not by the fireside or in the workshop, in the streets—if not for good, for evil—if not for usefulness, for crime—if not for heaven, for hell. God’s law is development. The hnngr, craving mind can not, will not rest. Leave it untrammelled, give it free scope to seek its own associations, and a miracle will be wrought if its own innate depravity do not develop in it the germs of evil sown by the arch enemy of man. Surround it with beauty, while in the process of development, and it will become beautiful : surround it with deformity and it will become deformed. It is our duty as parents to furnish these surroundings. Let us beware lest in the great day we be declared unfaithful stewards of these precious charges, our children.” I then talked plainly to the householders about their negligence in school matters : about their suffering political caucuses to take precedence of legal school elections ; recounting in full the facts in their case as I understood them ; requesting any one to correct me if I made any mistatement. “ Go on,” said Grater, when my statement was finished, “ its all true, and we ought to be *whaled* for ’t.” Inext referred to the immediate cause of their present trouble, and demonstrated from the examination papers in my possession the utter incompetency of Jebb, intellectually considered. “ But,” said I, “ this is a small matter compared with other grave objections against him. I learn he is sometimes intoxicated, and suspicions are entertained by many that he makes free, at times, with the property of others.”

“ It’s a lie,” said he, rising from his seat, his countenance exhibiting all the ferocity of the baffled villain.

I made no reply, but stepped to the door and gave a low whistle.

The stranger gentleman immediately entered with an officer. Jebb bounded to a window and attempted to raise it that he might make his escape. The officer was too quick for him, and after a severe scuffle succeeded in putting on the hand-cuffs. By this time the assemblage was in an uproar. I stepped upon the stand, and with the assistance of the chairman succeeded in securing partial order. The causes of the arrest were then stated ; a brief

"moral" drawn for the benefit of the young men present, when, in the wildest excitement, the meeting adjourned.

— This is a dull day. A cold northwest wind dashes the rain and sleet against the window panes, and whistling around the corners or bellowing down the chimney, warns us to replenish our coal bins, for Winter's reign has now commenced. The streets of our village are deserted. There is no business to be done out of doors—so I sit down in my quiet study and look over my School Examiner's Register. The experience of the last few days has stimulated my curiosity. I wish to see whether our Board is chargeable to any great extent with the evils which afflict some of our Common Schools. There is negligence or dereliction of duty somewhere—for, notwithstanding the safeguards thrown around our educational interests by the provisions of a statute that will ever remain a proud monument of the wisdom and philanthropy of its authors, some of our schools are badly managed, some of our teachers are vicious and immoral. Our own signatures are attached to certificates which endorse not only the literary competency but also the *good moral character* of some, notorious among their acquaintances for licentiousness, intemperance and dishonesty. Why is this? Are we to blame? Ere the flowers of spring bespangle the hillside we expect to hear loud and frequent complaints that we have recommended some unscrupulous scamp as "well qualified" to teach—that upon our recommendation he had been employed—and that his employers found him an embodiment of evil—an incarnate spirit of sin. We know these cases will be few—perhaps a half dozen in our county, but they will make a great noise.

Our Register presents these facts. We require from candidates unknown to us personally, a certificate of "good moral character" from some respectable resident of our county. These recommendations are filed for reference. We can require no more than this—and were all men as careful in the use of their signatures as of their money, it would effectually protect our schools from the contamination of immoral teachers. But they are not, as the following instances will demonstrate: No. 1 was arrested for petty larceny; he stole some valuables from a family where he boarded—was convicted and punished according to law. Our file makes the very individual whose goods he "appropriated" the

endorser of his moral character. No. 2 got into a drunken row in our village a few years since; was brought reeling to my residence by some practical jokers, who with cool impudence requested me to take good care of him until next examination day. He was recommended to us by his uncle, one of the most prominent men in our county. No. 3 was reported to me as having spent his evenings at a saloon, drinking and gambling. His endorser was the Principal of a flourishing Academy in our vicinity. No.'s 4 to 20 are charged with various crimes—some dismissed for gross immoralities—all, however, recommend to us by "respectable" citizens as promising young men of unblemished characters. With these facts on record we feel ourselves justified in shifting the responsibility of endorsing their characters from our own shoulders to those upon whom the burden of shame should be placed. Did not good nature too often withhold the emphatic "no!" did not family pride or predilection too often warp the judgment and benumb the conscience, these frauds upon the moral integrity of our people would no longer be perpetrated.

It does not necessarily follow that those who are intellectually and morally "well-qualified" in the legal sense, can manage a school. We cannot, of course, in a day's examination determine whether a candidate possesses a sufficient amount of the *suaviter in modo* united with the *fortiter in re*, to harmonize the conflicting interests of the north and south sides of a school district, and hold in check the rebellious propensities of boys and girls badly governed or petted at home. Trial alone must test his powers in these particulars. Yet many seem to think that if a person has a *certificate*, no matter of how low a grade, he is equal to the best. We have known instances in which those who barely escape rejection were preferred to well-educated, high-toned gentlemen, whose reputations as teachers were established: five dollars a month difference in wages being consideration sufficient for the risk of failure in a winter's school. Sometimes, indeed, Local Directors have plead with us in behalf of certain candidates, frankly admitting their want of scholarship, but "they knew enough to teach *their* school, it was so awful backward."

The success of our school system depends upon the election of good men to manage and care for its interests. Too frequently the offices of Local Directors are filled not by the *best* men, but

by the *sharpest*. The incumbents are elected because they are good at making a bargain—as if the right education of the children of our State was a mere speculation, something to be done on contract by the lowest bidder. I candidly believe this notion prevails in a large number of districts in every county in the State. It can be eradicated only by the dissemination of just views concerning the ends and aims of education. Indoctrinated with these and aroused from a morbid apathy, the householders will learn to attend the annual meetings and elect those most interested in educational matters to manage our schools. Unless this be done the troubles of No. 7, Pine township, may occur any where and at any time.

A large percentage of the teachers in our county are total strangers to those who employ them. They are very frequently employed without the least inquiry being made as to their qualifications, experience or past history: our certificates being the only evidence the Local Directors have or care to have of the qualifications of the applicant. This, even, is seldom critically examined—so little importance do some people attach to a low or high grade of talent or attainment. This is all wrong: and when the subject is well understood, those who merely reach our lowest standard and care not to do more, will find their chances for employment rapidly decreasing.

Jan., 1857. Col. Spuhler informed me to-day that Craton had resigned, and that he was now acting in his stead. "We had a great time bringing the matter about," said he, "but we *fetched* him, and the prospect is that we now shall run on smoothly again. Of one thing I am certain, school meetings will be an 'institution' down our way hereafter."

A PICTURE FROM MEMORY'S WALL.

BY SARAH L. ANDREWS.*

'Tis a hushed hour in the school-room. Lovingly the light hand of the Angel of Stillness rests upon each little head, and grate-

*Teacher in the Cleveland Schools.

fully the weary Teacher acknowledges the presence of the invisible messenger. All day, heavy clouds veiling the sky, have cast a sombre tinge on the tiny faces usually bright; but now, struggling through the heavy masses, peeps a little sunbeam. Creeping, creeping on, and brightening as it comes, it enters the window of our little school-room. Stealing along, it rests at length upon the bowed head of a sunny-haired child. Low bending over her tiny Bible, our little peace-maker reads the words she loves. 'Tis a fit spot for our Father's smile.

Again—the angel of the light treadstands among the little ones. No laughing eyes welcome the myriad sunbeams. They sport unheaded upon the floor. The heavens without are cloudless, but within a sadness and a sorrow brood nestling unbidden in every heart.

The playful sunbeams linger no longer on the golden hair of our darling. Methinks they brighten as they dance about the vacant chair.

Hush—step softly—clasp the hand of the angel of stillness ere you enter the home of mourning. A Heaven-sent one has crossed the humble threshold before us. Clad, it may be, in dark raiment, but with a brow of light, claiming our beloved he came. Love—earthly love close barred each entrance but in vain. Turn not from the still form. There is the sunny hair—the cloudless brow, and there the *perfect* peace which “God giveth his beloved.” There is the tiny Bible clasped still in the little hand—and there the beam of sunshine, shedding a holy radiance around the childish form.

Lay her down tenderly—lovingly.

Let the soft rays of sunset fall on the little mound—

Let the wild April shower moisten the hallowed ground.

Weary Teacher, call her not back. In the golden streets of the Celestial City she awaits for you. You led her tiny steps to Jesus, and watching at the lofty portal she will welcome you Home.

“Toil on—faint not”—be faithful, oh, be faithful and a circle of countless gems crown you above. Be faithful, and a choir of infant voices will greet you, when earthly toil is all over your weary feet stand on the shore of rest.

Editorial Department.

ERRATUM.—On page 65 for *pons doctorum*, read *pons doctorum*.

NOTICE.—In our next number the Executive Committee of the State Association will announce the programme for the meeting at Elyria in July.

MR. LEVI WRIGHT, of Russellville, Brown county, is the author of the article on "Common Sense in Teachers of Common Schools," which appeared in the February number of the *Monthly*.

WE regret that we are unable in our present number to furnish No. 3, of our series of descriptions of "Ohio Publishing and Bookselling Establishments." It is unavoidably deferred, but it will appear in the *Monthly* for April.

DISAPPOINTMENT.—We had engaged the leading article for our present number, which was to be prepared by one of the most prominent educators and interesting writers in the State. When it was too late to make other arrangements, we learned that severe sickness had prevented our friend from fulfilling our expectations. We were therefore obliged to fall back upon our drawer, and instead of one long and strong article, give our readers several brief though earnest and sprightly communications.

A HINT TO CORRESPONDENTS.—Communications designed for any given number of the *Monthly*, should reach us as early as the 10th day of the preceeding month. In a few instances we have been kept waiting for promised contributions until it was impossible to issue the *Monthly* on the day of its date.

Please have a care in respect to the *legibility* of your penmanship. In a majority of instances we find no ground for complaint upon this point. But there are exceptional cases which severely test the regard of our compositors for that commandment which forbids the use of certain expletives; and as we desire that they should experience no irrepressable impulses toward the commission of this vulgar iniquity, we beseech all our friends to have a care that their chirography afford no resistless temptation. Paper is cheap, and there is no reason for so crowding words together as to render it difficult to determine where they begin or end. If you have found it necessary to erase many words, and to make many interlineations, the whole page should be re-written. In the use of proper names, and in quotations from foreign languages, the greatest care should be exercised, or ludicrous and mortifying mistakes will meet the writer's eye when he sees his communication in print.

APPRECIATION OF THE TEACHER'S WORK.—We have often been impressed with the thought that the chief reason why many Teachers fail of attaining to a high degree of excellence in their profession, is discoverable in the fact that they have never duly appreciated the character of their employment. Their idea of their calling is that for a stipulated pecuniary consideration, they are bound for a given time to perform certain services. They have no higher view of their business than has the journeyman mechanic; or the young man who "hires out" to work upon a farm: or the young woman who engages as a seamstress or to "do kitchen work." All these employments are necessary, and therefore honorable.

But if the Teacher is influenced by no higher than a *quid pro quo* consideration, he never can achieve full success in his work. We are far from disputing the propriety of due regard for a liberal salary, but when this is made the *chief end* of teaching, it is certain that the Teacher entertains a lamentable idea of his business. In order to be "worthy of his high calling," he must entertain most serious and far-reaching views of the influence which he should exert upon the character and destiny of the young minds and hearts which are committed to his charge. He must realize that, to a great extent, these minds and these hearts will for time and for eternity wear and bear, for good or for ill, the imprint of his own life and character. It is in his power to do much toward qualifying them for all that is true, beautiful and good in life, and for immortal blessedness. If he is himself a true man, pure in heart, inflexible in principle, active in usefulness, prompt to relieve misery, and quick to perceive and perform every duty, his pupils will catch his spirit, imitate his life and by their worthy lives bless the world. But if the Teacher is wanting in these purposes and characteristics, it is impossible that he should ever reach the highest position in his profession. If he has inadequate and limited conceptions in regard to what society and God demand of him, his efforts will lack the purpose and the energy which are essential to the highest success. His school will close and he will bid farewell to his pupils, leaving them but little improved by his instructions and example. He will go from them pained by no reflection of duties neglected; of a failure greatly to benefit them. Very likely he will part with them with the idea that he has discharged his whole duty. He has been thorough in teaching them arithmetic and other branches of study; he has faithfully administered what he considered needful chastisement, and has been careful to set them no bad example. He has acted up to his idea of duty, and the chief trouble is that that idea was sadly imperfect.

A correct appreciation of the Teacher's office is the first and most fundamental of all qualifications for successful teaching. Mary Lyon saw the greatness of her work when she uttered the memorable words which have since been engraved on her tombstone: "There is nothing in all the world which I so much fear as that I shall not know and do all my duty." Hence her wonderful success.

Teachers, who of us fully appreciate the greatness, the seriousness, yea the blessedness of our mission,—our calling? And who of us will gird ourselves for the earnest and willing performance of our idea of duty? Heaven help us to be wise and faithful!

IN AND OUT AMONG THE PEOPLE.—**LIMA**, the capital of Allen county, we visited a few weeks since. It is a pleasant town, filled with goodly people. The school house is one of the best, and it was recently erected at an expense of \$25,000. The Superintendent of the schools, William A. Shaw, is highly competent for the position which he occupies; and the schools under his charge testify to his fidelity. There is one High School, one Grammar, three Intermediate and four Primary Schools, under the instruction of nine Teachers. The people of Lima take a deep interest in educational matters.

The Teachers' Association of Allen county held a meeting at Lima, during our visit there. The number assembled was not large, but so far as we were able to judge of those present, they would compare favorably with the Teachers in other parts of the State.

LONDON is one of the neatest villages in Ohio, though it is not half as large as its English namesake, of which Whittington was once Lord Mayor. Mr. J. D. Stine is Superintendent of the Public Schools. He is a live man, and understands his work. He is at the head of an excellent corps of teachers, and with a good school building the London schools would greatly prosper. But we know of very few towns of the population, intelligence and wealth of London which have school houses so poor. There is, however, talk of a new house, and we 'rest in hope.'

XENIA.—Our last visit was made on a Saturday, when the schools were not in session. But the Green county Teachers' Association held their regular monthly meeting that day, and we met, for the first time, some seventy or eighty of its members. Addresses were given, essays read and discussions held, and altogether it was such a time as does one good to experience. A more wholesome-looking company of men and women we have seldom seen.

Not only were the prominent Teachers of the county, such as Prof. Smith of the Female Seminary and Mr. Twitchell Superintendent of the Xenia Schools, present, but likewise several of the leading citizens of that city, Clergymen, Editors, etc.

CLEVELAND.—For three years we had not found it consistent with other duties to visit the Cleveland schools till last week. We then spent two days in looking in upon a part of them, but were obliged to return before the purpose of our visit was half accomplished.

We need not attempt to prove that the Cleveland schools are of excellent character; for their high reputation throughout the country renders such a labor entirely unnecessary. Suffice it to say that of the schools which we visited, many have no superior. Order, neatness, and thoroughness characterized all their proceedings.

We never before had met the Principal of the Central High School, Dr. Theo Sterling, a graduate of Geneva College. We were greatly pleased with his easy and gentlemanly bearing, and with his modes of teaching. So far as we could discover, the High School rooms showed nothing of wear and tear, though they have been in constant use for eight years.

In every school which we visited, the High School not excepted, we noticed

more or less colored pupils. They were all well dressed, and by their recitation and general deportment did no discredit to their respective schools. One of them we heard reading Cesar in the High School, and another, a South Carolinian, we heard declaim in the Brownell street Grammar School, in a manner which would have done honor to any of the sons of that mighty Commonwealth.

There are ninety Teachers in the Cleveland public Schools. The Principals of the eleven different schools are as follows: Central High, Theodore Sterling; West High, A. G. Hopkinson; Eagle Street, L. M. Oviatt; Brownell street, Wm. H. Hobbie; Mayflower street, E. R. Perkins; East St. Clair street, Richard Fry; West St. Clair street; S. Rairden; Rockwell street, John Farguson; Hudson street, Lucien Eaton; Pearl street, Charles Rounds; Hicks street, Charles F. Dutton. There are several schools of small children not included in the schools here named.

Mr. Freese, *everybody* knows, is the Superintendent, the only Superintendent ever had, of these schools. May he remain such for twenty years to come.

When we were in one of the rooms of the Brownell Street School, our attention was attracted by certain beautiful crayon drawings upon the rear blackboard. Upon inquiry we were informed that they were executed by a former Teacher, now deceased—Miss Mary White. For three years they have remained there, the sacred memorial of a loved Teacher. The children will not permit them to be erased, but they guard them with affectionate care. Miss White was one of those Teachers who appreciate their responsibilities, and being dead she yet speaketh. She lives in grateful, loving hearts; and her virtues are re-produced in the lives of her pupils.

While in Cleveland, we spent an hour at the Female Seminary of which Mr. Sanford, formerly of Granville, is the Principal. For many years that Institution has not been in so prosperous a condition as at present. It has ninety pupils, one half of whom are boarders. We rejoice in the success and good fortune of Mr. Sanford. His faithful services merit the prosperity which he now experiences.

CONCERNING EXAMINATION OF TEACHERS.—During the last school year 861 Teachers received certificates good for twenty-four months; 2,413 for eighteen months; 7,969 for twelve months; 8,342 for six months, and 1,282 for less than six months. Total 20,867. In addition to these, 6,306 were examined who received no certificates; making a total of 27,173 candidates for the Teacher's office, exclusive of several thousands in our cities and villages who are not examined by our County Boards.

There were 1,800 meetings held in one hundred and forty-two different places for examining applicants; and \$9,104 94 were paid examiners for their services. The highest average cost per candidate was \$1 15, in Ottawa county; and the lowest 15c. in Williams. The average for the whole State was 34c.

The highest number examined in a county was 949 in Ashtabula, of whom 440 were rejected; the next highest 781 in Trumbull, of whom 322 were rejected; the next, 732 in Licking, of whom 132 were rejected. The lowest number examined in any county was 52 in Ottawa, of whom 12 were rejected.

ABSTRACT OF THE REPORT OF TEACHERS' INSTITUTES

COUNTY.	TOWN.	When commenced.	Weeks continued.	NUMBER OF IN-STRUC-TORS.			NUMBER OF MEMBERS.			FUNDS RECEIVED	
				Males.	Females.	Total.	Males.	Females.	Total.	County Com-missioners.	Members.
Athens, -	Athens, - - -	July	23	4	6	6	28	14	42	\$100	\$145 25
Belmont, -	St. Cl'rsville	Dec.	26	1	4	4	28	22	50		100 00
Belmont, -	"	Aug.	27	1	3	3	28	11	39		34 06
Champ'n, -	Urbana, - -	July	30	4	3	3	36	24	60		
Col'mb'a, -	N. Lisbon, -	Nov.	7	1	2	2	57	45	102		80 00
Cuy'ho'a, -	Bedford, - -	April	16	1	4	4	23	21	44		15 00
Cuy'ho'a, -	Str'ngsville,	Sept.	12	1	3	3	20	30	50		14 00
Harrison, -	Hopedale, -	July	10	5	7	7	57	34	91		495 00
Logan, -	Bellefont'n,	Aug.	1	4	3	3	23	18	41		137 00
Miami, -	Troy, - - -	Aug.	6	4	6	1	39	18	57		185 00
Morgan, -	M'Conls'vll	Sept.	3	1	5	1	51	37	88		25 00
Morrow, -	Cardington,	Oct.	22	1	4	4	30	25	55		
Morrow, -	Iberia, - - -	April	2	1	5	1	35	46	81		
Preble, -	Eaton, - - -	July.	16	4	8	2	23	23	46	100	110 00
Ross, - -	Chillicothe,	Aug.	6	4	4	4	93	49	142	100	330 50
Trumbull -	Warren, - -	Sept.	3	1	7	7	60	66	126	100	50 00
Tuscar'as -	Urichsville,	Aug.	6	4	4	4	40	7	47	100	60 00
Wayne, -	Orville, - -	Oct.	12	2	5	5	20	25	45		72 00
Wayne, -	Wooster, - -	Aug.	22	2	10	10	44	44	88		75 25
				46	93	5	735	559	1294	\$500	\$1,856 50

HELD DURING THE YEAR ENDING AUGUST 31, 1860.

FROM—	All other sources.	Name of Principal	Names of Public lecturers.
\$26 35		S. Howard, D.D.	J. C. Zachos, Anson Smyth, Robert Allyn.
		W. R. Pugh,	Rev. S. Boyd, Rev. W. B. Watkins, W. T. Coggeshall, Prof. Kidd.
		"	Lorin Andrews, Anson Smyth.
		A. C. Deuell,	W. P. Edgarton, Lorin Andrews.
		Lorin Andrews,	S. B. Page, L. C. Pratt, Rev. S. L. Hillyer, D. R. Tilden, Prof. Thome.
		L. C. Pratt,	R. F. Humiston, J. S. Brown, Prof. Thome, N. A. Gray, D. R. Tilden, G. A. Benedict, Mr. Allen.
		"	Anson Smyth, Prof. Chas. Louis Loos, Prof. Herman Krusi, Prof. Robert Kidd, Prof. Eli T. Tappan, David Donovan, Prof. J. W. Lusk, Edwin Regal.
		Edwin Regal.	Chas. Royce, Joseph Shaw.
		Joseph Shaw.	Charles S. Royce, D. E. Thomas, Rev. T. Harrison, Rev. C. W. Fitch, G. V. Dorsey, Rev. H. Simonton.
14 00		W. T. H'wth'ne,	James S. Reeves, Prof. Andrews, T. M. Stevenson, A. J. Cooke, G. W. Pickerel, Mrs. Almena C. S. Al- lard.
		T. M. Stev'nson	Anson Smyth, W. T. Coggeshall, J. H. Klippart.
		R. C. Hall.	J. H. Klippart, Rev. Mr. French, Prof. Olmstead, W. T. Coggeshall.
		D. Reese.	Dr. D. Vaughn, Rev. E. W. Humphrey, Prof. W. D. Henkle, I. S. Morris, W. T. Coggeshall, J. W. King, Rev. Robert Allyn.
23 64		I. S. Morris,	W. T. McClintick, Robert Allyn, Robert Kidd, Job E. Stevenson.
		Robert Allyn.	Rev. W. C. Clark, Rev. James Marvin, Prof. Haywood, J. A. Garfield.
		H. Caldwell.	Anson Smyth, O. G. Selden, William Hill.
		J. E. Cummings	T. W. Harvey, Anson Smyth, W. T. Coggeshall, O. P. Brown, T. E. Suliot, Rev. J. C. Hart, Rev. J. W. McFarland, Dr. Coles, Dr. L. Firestone.
		T. F. Wildes	
23 76		"	
\$87 75			

STATE OFFICERS OF OHIO.

OFFICE.	INCUMBENT.	RESIDENCE.	NATIVITY.	Years in Ohio.	Age.	PROFESSION.	EXPIRATION OF OFFICE.	SALARY.
Governor, - - -	William Dennison, Jr.,	Columbus,	Ohio,	45	45	Lawyer,	January, 1862,	\$1,800
Lieutenant Governor, - - -	Robert C. Kirk,	Mt. Vernon,	Ohio,	40	40	Physician,	January, 1862,	\$5 per diem
Auditor, - - -	Robert W. Taylor,	Youngstown,	Pennsylvania,	45	48	Cashier,	January, 1864,	\$1,600
Treasurer, - - -	Alfred P. Stone,	Columbus,	Massachusetts,	27	49	Merchant,	January, 1862,	1,500
Secretary, - - -	Addison P. Russell,	Wilmington,	Ohio,	33	33	Editor,	January, 1862,	1,400
Attorney General, - - -	James Murray,	Perryburg,	Scotland,	25	31	Lawyer,	January, 1863,	1,400
School Commissioner, - - -	Anson Smyth,	Toledo,	Pennsylvania,	16	48	Clergyman,	February, 1863,	1,500
Comptroller, - - -	William B. Thrall,	Columbus,	Vermont,	44	62	Editor,	January, 1862,	1,200
Board of Public Works, - - -	John L. Martin,	Middletown,	"	23	43	Manufact'r,	February, 1862,	1,500
" " "	John B. Gregory,	Portsmouth,	Ohio,	32	32	Engineer,	February, 1863,	1,500
" " "	Levi Sargent,	New Philadelphia,	"				February, 1864,	1,500
Judge of Supreme Court, - - -	Josiah Scott,	Hamilton,	Pennsylvania,	31	57	Lawyer,	February, 1862,	1,700
" " "	Milton Sutlif,	Warren,	Ohio,	54	54	"	February, 1863,	1,700
" " "	William V. Peck,	Portsmouth,	Connecticut,	30	59	"	February, 1864,	3,000
" " "	William Y. Gholsen,	Cincinnati,	Virginia,	16	53	"	February, 1865,	3,000
" " "	Jacob Brinkerhoff,	Mansfield,	New York,	24	50	"	February, 1866,	3,000
Commissioner of Statistics	Edward D. Mansfield,	Morrow,	Connecticut,	18	36			1,500
Librarian, - - -	William T. Coggeshall,	Cincinnati,	Pennsylvania,	12	35	Editor,	March, 1862,	900
Adjutant General, - - -	Henry B. Carrington,	Columbus,	Connecticut,	22	43	Lawyer,	January, 1862,	300
Quarter-Master General, - - -	David L. Wood,	Cleveland,	"			Printer,	January, 1862,	400
Judge Advocate, - - -	Christopher P. Wolcott,	Akron,	"			Lawyer,	January, 1862,	
Surgeon General, - - -	William L. McMillen,	Columbus,	Ohio,			Physician,	January, 1862,	

Of the above Officers the first sixteen are elected by the people, and the balance are appointed by the Governor.

Monthly News.

THE GENERAL ASSEMBLY has had up a score of bills regarding School interests. The only one that has become a law is an amendment to Sec. 12 of the "school law of '49," reducing the time in which schools *must* be kept up from thirty-six to thirty weeks. Of the balance, full one-half have been voted down, and most of the other half will be in due time. At the close of the session we shall publish whatever laws or amendments of laws that may have been enacted.

MR. ROBERT STORY has been chosen Principal of the Schools in South Charleston. Through the *Springfield News* we learn that the Schools are in a prosperous state. Preparations are making for erecting a good School house. The site is one of the best that we have ever seen.

AKRON AND ITS ADJACENCIES.—Mr. Royce, under date of Feb. 2, writes from Akron: "I do not remember having seen a notice in the *Monthly* of the fact that J. P. Hole, late Principal of the Damascus Academy, in Damascusville, Stark county, has taken charge of the Union Schools in this place.

"He began his labors here at the commencement of the school year. He seems to be doing a good work.

"I send you a paper in which you will see notices of meetings of Township Teachers' Associations, and a call for a meeting of the County Association. These Associations have been formed since Mr. Hole came here, and *mainly* through his exertions.

"I recently spent two weeks with Mr. Harvey in Massillon. I need not say that he is doing a good work there, for we all know that. I had a fine class in Elocution there. I am now teaching one here. Mr. Hole and all of his Teachers are members."

SHERIDAN PHILLIPS, Superintendent of the Perrysburgh Schools, died on the 20th of January, aged 28 years. The *Perrysburgh Journal* speaks in high terms of his character. We learn that William Carter, of Felicity, has received and declined an invitation to the place left vacant by the death of Mr. Phillips.

THE HICKS STREET SCHOOL HOUSE, Cleveland, was destroyed by fire on the —ult. Furniture, apparatus and books were all destroyed. Loss, \$15,000.

HAMILTON PUBLIC SCHOOLS, J. R. Chamberlin, Superintendent.—Abstract from Teachers' Reports for the month of January, 1861 :

Number in school during the month,	958
Average daily attendance,	800
Per cent. of attendance,	89
Number cases of tardiness,	592
" truancy detected,	17
Visits from School Board,	8
" from Superintendent	100
" from others.	48

Five schools had 94 per cent. of attendance. The lowest per cent. was 73. The average attendance of the best twelve schools was 92 per cent.

MCCONNELSVILLE UNION SCHOOLS, William Bogle, Superintendent.—Report of Superintendent for first four weeks of the term commencing Dec. 31st., 1861 : Whole number enrolled 398—distributed as follows :

High School 74 ; Senior School 37 ; First Intermediate School 50 ; Second Intermediate School 48 ; First Primary School 68 ; Second Primary School 60 ; Third Primary School 61—398.

ATHENS UNION SCHOOLS, J. H. Doan, Superintendent.—Report of Superintendent for first month of Winter Term, 1860-'61 : Whole number enrolled 274—distributed as follows, viz :

High School 36 ; Grammar School 25 ; Intermediate School 31 ; Secondary School 38 ; First Primary 39 ; Second Primary 48 ; Third Primary 57—274.

CINCINNATI.—The subject of Physical Education is receiving some attention in the Queen City. A committee of the School Board, who have had the subject under consideration for several weeks, have proposed the employment of two teachers to give instruction in the most necessary, but hitherto the most neglected branch of education.

The plan proposed is what is called "Free Gymnastics," or muscular development without the aid of fixed apparatus, which has been so successfully introduced at the First District School, by Herr Graeser, under the direction of the Principle, Mr. Hough.

Fifteen minutes each half day is set apart for this exercise.

The Eleventh District School-house took fire on the fifteenth ult, The excitement among the children was intense, there being at the time over one thousand scholars in the building. The teachers in the third story dismissed their classes in regular order, that there might be no accident on the stairs. The teachers in the second story displayed great presence of mind, discretion and command, by retaining their scholars until the others had left the stairs, which is certainly worthy of commendation, considering the fright and fear that predominated among the children on this floor. Several of our teachers had to use every exertion to keep some from jumping out of the windows, but fortunately no accident of note

occurred, although quite a number were slightly bruised in the confusion. the alarm was promptly answered by the "Marion Steam Fire Co.," but they were not called into active service, as the teachers had succeeded in subduing the flames.

As soon as it was reported that the School-House was on fire. hundreds of anxious parents, hurried to the spot with beating hearts, to learn the fate of their little ones, but all returned with fears allayed and hearts unburthened.

Too much credit can not be given to the teachers for their efficiency of government over those entrusted to their charge, when called upon to act under such circumstances as there."—*Commercial*.

INDIANA SCHOOL SYSTEM.—Important changes are likely to be made by the Legislature in our School System. Assessing a two mill school tax, permitting local taxation, and securing greater efficiency in the examination of teachers, are the most important improvements suggested. The people in mass demand these changes.

Book Notices.

THE COMPLETE FRENCH CLASS-BOOK, embracing Grammar, Conversation, Literature, with Commercial correspondence and an adequate Dictionary. By LOUIS PUJOL, A. M., of the University of France, Fellow of the Educational Institute of Scotland, etc., Rev. D. C. Van Norman, L. L. D., Principal of Van Norman Institute for Young Ladies, New York. New York: A. S. Barnes & Burr, 1860.

We were in College during most of the time occupied by Martin Van Buren's presidency; and for a single term French was an optional study. We glanced through the grammar, and (by the aid of a translation) read most of Voltaire's Charles XII. Since then we have paid no great amount of attention to the French language, and it would be a rather unsafe operation for us to attempt a criticism upon the work of Messrs. Pujol and Van Norman. Still we have no doubt that it is a valuable work. Had it been otherwise A. S. Barnes & Burr would never have published it.

NEW ADVERTISERS.

We call attention to the new advertisements contained in our present number.

1. Boardman, Gray & Co., of Albany, advertise Piano Fortes of various styles, with prices from \$150 to \$1,000 each. These instruments are highly recommended.

2. A. S. Barnes & Burr advertise numerous Text-Books of high reputation. This house needs no puff from us, for its publications "are known and read of all men"—to say nothing of women and children.

Official Department.

The Board of Education in ——— township employed a man to give instruction in singing to all the schools in the township. He visited four schools daily, spending three-fourths of an hour in each school. He held a legal certificate of competency for teaching the ordinary branches, vocal music included. It is now claimed by some that his employment for such a purpose was illegal; and the treasurer has been warned not to pay the amount due him; though there is money in the treasury applicable to the payment of Teachers, sufficient to pay all orders that may be drawn against it.

Question: Was the action of the Board in the employment of a music Teacher *legal*, and if so, what course shall be pursued in the matter?

Answer: 1. That section 17 of the school law gives to Boards of Education authority to determine what studies shall be pursued in the schools under their charge. Most certainly, then, they can prescribe singing, or vocal music, as a branch of study. Having the authority to direct that singing shall be taught in the schools, it is a manifest inference that it becomes their duty to make the necessary provision for imparting this instruction. When it is advisable to place this branch of education under the exclusive charge of a Teacher, it becomes the duty of the Board to employ such Teacher; and his salary should be paid from the same fund from which the other Teachers in the township are paid. When the Board of Education directs the clerk to draw an order in favor of the Teacher, it is my opinion that it is the duty of the treasurer to pay the order,—that he has no option or discretion in the case, unless he is legally enjoined from paying.

2. Custom, in numerous cases throughout the State, favors the view of this subject which I have already given. There are very many Boards which for years have employed special Teachers for giving instruction in singing, penmanship, etc., and their authority for so doing I have never heard questioned. There are few, if any, branches of education more desirable and important than vocal music; and I earnestly wish that every Board in the State would follow your example.

You ask the *legal course* for your Board to pursue. If payment has been enjoined, of course the treasurer can do nothing till the injunction shall be dissolved. If payment has not been enjoined, and the treasurer refuses to discharge his duty, he can be compelled thereto by a writ of mandamus.

Question: In the event a Teacher is dismissed during the term of his school for good or even insufficient cause, by the Directors, and he recovers for the time he has taught, or for the whole time he contracted to teach, are the Directors bound to refund to the treasury the amount so received?

Answer: The above question is answered in the negative. See supplemental Section 2, of the general school law, passed April 17, 1857.

THE
OHIO EDUCATIONAL MONTHLY:

A Journal of School and Home Education.

APRIL, 1861.

Old Series, Vol. X, No 4.

New Series, Vol. II, No. 4.

JOSEPH RAY.

BY REV. E. HOUSE.

Joseph Ray, the first of eight children, was born in Ohio county, Virginia, November 25, 1807. His early education was such as the various country schools afforded—imperfect and miscellaneous in its type. With the conviction that self-improvement could be secured quite as well by teaching as “going” to school, he concluded at the age of sixteen, an engagement as master. His experience was severe but salutary, many of the boys and girls being his superiors in years.

Three years later he commenced the study of medicine, removing to Ohio to enjoy facilities for its prosecution. Selecting Warrenton as the place of his residence he became a pupil of Dr. Martin, under whose instruction he made solid progress. About this time Mr. Ray began keeping “a weekly journal,” which now, with its first entry of April 3, 1827, lies before me. In it he makes, constant reference to the necessity of system in study, condemns the habit of talking on nothing, in which the young people of his acquaintance, of both sexes, were disposed to indulge, and records with emphasis that progress not founded in correct moral principle, was valueless.

A conscience the most scrupulous and tender can be seen in more than a score of his entries, one or two in proof.

SABBATH Evening, May 6, 1827.

The Lord preserve me from degrading myself by transgressing

his commandments or departing from virtue. May I remain innocent before Him who is all Holiness, and may I ever, by his grace, do and act in such a manner as shall preserve a conscience void of offense toward God and man.

SABBATH, Aug. 12, 1827.

Lord God Almighty, I desire to adore and praise thee for thy past mercies. Enable me, I humbly implore, to follow thy commands, and to love thee more and more.

Among the rules laid down for his conduct, I observe this one: "Never to speak ill of any person, in any way, if I can possibly avoid it; or to say anything, which may even be true, in such a way as to wound feeling." Acting on this, he bound hearts to his wherever he became known.

In the autumn of 1828 he removed to Cincinnati to attend the lectures of the Medical College of Ohio. In 1831, he married and commenced the practice of medicine. Being pressed by friends who had confidence in his literary abilities, he consented in November of the same year, to accept the chair of second Professor in the Academic Department of Woodward College. March 1st, 1834, his first work on arithmetic was published by Truman & Smith. It met with almost immediate popular favor.

In December, 1834, he became Professor of Mathematics in Woodward College, and held that post until the College became merged into the City High School. Of that institution he was principal at the time of his death.

For several of the later years of his life he was a Director in the House of Refuge. His manifestations of interest in regard to the reformation of juvenile offenders were deep. Religious service was held each Sabbath afternoon in the Chapel—the exercises consisting of singing, prayer, and a short sermon adapted to the comprehension and circumstances of the inmates. Every second Sabbath in each month it was his duty to provide a speaker. I went several times—the last time in March, 1855. The day was bland in the extreme, and the attendance of visitors unusually large. I observed, however, that the excitement of the afternoon made no impression on his mind. He showed symptoms of exhaustion and decline that were prophetic. Returning home Mrs. Ray and the writer conversed freely, but the Doctor said only a word or two—"I wish we had a home in the country—a home,

but then ;" he did not finish the sentence, but sunk into a dose. It was the last public service of any kind, I think, ever attended by him. Uninterrupted study had told on his physical system, and there seemed now no way back to health and life. He kept his room closely, and saw only a few of his most intimate friends. The spirit was patient and serene quite down to the waters of death, the plashing of the waves sent no thrill or ruffle to his bosom. April 6th the spirit passed to another life :

" As sweetly as a child
Whom neither thought disturbs, nor care incumbers,
Tired with long play, at close of summer's day
Lies down and slumbers."

It does not become the writer to enter into a disquisition on the mental habits of Dr. Ray, nor the excellence of his Mathematical productions. His series of Arithmetics and Algebras, published by W. B. Smith & Co., Cincinnati, are well and widely known in nearly all sections of the country, and have received the cordial commendation of the leading educators of the day. Having occupied a seat in his room for five years and having known him twice that length of time out of the school room, I may be permitted to indicate my views of his character in general terms.

He was an approachable man. The sea surrounding him was without icebergs: the atmosphere genial and inviting. I never knew a young man to hesitate unfolding his troubles to the Doctor. The first time I ever met him was on Sycamore Hill, August, 1839. I was on my way from my home at Lockland, Ohio, to Cincinnati, making inquiries in regard to education. Five minutes after my introduction, I felt in the presence of a friend—a father, almost. Indulging some scruples as to what "the boys" in the city might think of country style of dress, I put the question, "Do you think the wearing of Kentucky jeans would militate against my purposes as a student?" "Nothing, Mr. House, will militate against your progress but idleness." The manner in which he replied took a weight from my boyish heart, and in a month thereafter I was poring over Davies' Bourdon and Legendre, a pupil in Dr. Ray's room. Every sensitive student, every boy over whose head a cloud at any time hung its drapery of darkness, found, on stating his case, a hearty sympathiser. His room was always full, the applications for seats being, the year through, in advance of his ability to accommodate.

He was a practical man. The words "thorough" "earnest" and kindred terms, were on his lips a score of times per day, in giving advice to the young men. The fact that his life had been surrendered to the study of mathematics as a specialty, conveyed the impression to some minds that he knew nothing beyond; yet, few men were better read in ethics, poetry, general literature, history and politics, than himself. He could, at pleasure, make quotations the most timely and appropriate. A favorite stanza addressed to the younger pupils was from Watts:

"Were I so tall to reach the pole,
Or grasp the ocean in my span,
I must be measured by my soul—
The mind's the standard of the man."

"Unless a man can use, and use to good purpose his knowledge," he said once to a class in astronomy, "he might as well have no knowledge."

He was a man of the tenderest susceptibilities. The remark made of the old stone mason, of whom Hugh Miller learned his trade, was true in the case of Dr. Ray—he made conscience of every stone he laid. Nothing mean could obtain a foothold in his breast; nothing untruthful or cynical be wrung from his life, respecting a colleague, a neighbor, or a rival. The temptations were sometimes strong, but I cannot recall a case of yielding. "It is the highest proof of the Divinity of Christianity," I heard him once observe "that it enables a man when wronged to bear, when crushed to rise, when reviled not to revile in turn." The sly of the hypocrite was a thing unknown to his feelings. When he said, "Count on me for a friend," you knew where to find him—let come what would. Through the day and through the night, with sunshine in your track, or thunder bursting over you, there was one man who could be counted on.

He governed his temper. It is doing no injustice to the students in his room to say that occasional laziness prevailed—that the foot-ball obtained more thought than the Binomial Theorem—that paper bullets sometimes sailed in diagonal and curvilinear courses during study hours, and that the Dr.'s eye and ear caught these things; but then there was no fuming, no fretting, no "I'll bring you before the faculty for this;" but a manner at once so dignified and gentle, and winning, that the boys became a punishment to themselves, and proceeded almost unasked to the work of

reform One of the young men—his name I must withhold—uniformly brought his dinner, consisting in the main of pie, gingerbread, and custards. His custom was to become hungry by recess, but it happened once that his appetite descended on him at quarter before 10—just forty-five minutes after school opened. The custard cup rose from its place of rest, and at the same time Dr. Ray's eye rested on it, "Do custards and equations agree, Mr.——?" was his instantaneous query. A twitch of the muscles and an awkward tumble of the cup to the floor was the next act in the scene, and no more was custard seen for that session until recess.

I cannot better close this article than by quoting from letters written by Dr. Ray's colleagues to his wife on their receiving intelligence of his death. The first is from Dr. Wm. M'Guffey, dated May 15th, 1855 :

"I knew him (Dr. Ray) intimately for more than twenty years, and never, during that time, knew anything but good of my friend. As a man, as a citizen, as a colleague, as a friend, I have known but few, very few, who were at all his *equals*. I confided in his integrity, and in his friendship, with unhesitating trust and confidence. I could not have credited any testimony to his disadvantage—so firm and entire was my reliance upon his perfect soundness of character, of *head* and *heart*. I esteem it one of the rarest blessings of my life, that, after the most ample opportunities of knowing me thoroughly, he still continued to be my steadfast friend. The testimony of such a man to one's integrity and honor is, next to that of his own conscience, the most precious evidence that all is as right as such a world as ours can afford."

The second is from Dr. Aydelott, dated "Cincinnati, April 24th, 1855," and addressed to Mrs. Ray :

"Ever since your husband was connected with the Woodward Institution I knew more or less of him, as my eldest son was a pupil there from the first, till nearly the time when I myself became a member of the Faculty. But from the period of my appointment to the Presidency of the College to that of my resignation—a space of rather over two years—we were of course most intimately acquainted. And though matters were continually before us of an important and complicated character, in which great diversity of opinions and feelings would almost necessarily arise; yet he was always so considerate, kind and conciliating that our relation was uninterruptedly harmonious and happy.

"I never knew a more reasonable man—one whose mind was more open to conviction. And, if you had his confidence, no one

was ever more frank; his whole soul was open to you. Conscious of his own integrity, he verily believed that he was safe in the hands of his friends. And base must he have been who could betray so confiding a spirit!

"It is saying a great deal, and yet I have had large opportunities of knowing the truth of the assertion—that no professor or teacher of the very many who were at different times connected with Woodward, and not a student of the multitude who enjoyed its advantages—ever left without feeling that Dr. Ray was his friend. To these the tidings of his death have occasioned an unutterable pang; while the public in general give indubitable evidences of a feeling that they have lost a good man and a most valuable member of society."

PRONOUNCING DICTIONARIES.

✓

BY I. W. ANDREWS, D. D.*

I have read with interest the article in the February *Monthly* on the subject of pronunciation. Too little attention has been paid to it in all our schools; too little attention is given it by our public speakers. Any indications that it is attracting more notice are encouraging. I am compelled, however, to differ from the writer of the article referred to above, when he thinks our two principal dictionaries are deficient in this respect. He would have a dictionary furnished in which "all the vowel sounds should be noted."

My own view of dictionary notations has been quite different from his. He speaks of the great disappointment a teacher experiences when he cannot find, in Webster or in Worcester, the sound of *i* in the second syllable, or of *y* in the third syllable, of the word *vanity*. To show that the idea of there being any difficulty in such words had never entered my mind, let me quote a sentence or two written some five years since. Speaking of Webster, I say, "He not only gives the pronunciation according to the best usage; he indicates it by a SIMPLE NOTATION. The simpler a notation, the better it is, provided it be sufficient. The first impression might be that it would be well to indicate, by a system of marks, the sound of every vowel in each word. But a little

*President of Marietta College.

consideration convinces us that a vowel in certain positions, always, or nearly always, retains the same sound. For instance, the vowel *y* in such words as *happy*. We may as well have a symbol for every consonant, as for vowels in such combinations. If we were required to learn the language entirely from the dictionary, a very full notation would be desirable. But we are in doubt as to the pronunciation of only the merest fraction of the words in the language, and of these generally only in a single particular. The marking of each vowel would make the whole cumbersome, and the pupil would be aided much less than by a simpler notation."

These views remain unchanged. A multiplicity of symbols would be a detriment rather than an advantage. Take the word adduced as an instance of the deficiency of our dictionaries. The writer of the article says "some give *i* in *vanity* the sound of *e* long, some say it is *i* short, and perhaps some even make it *i* long. So also of *y* in the last syllable." And if these persons were dictionary makers they would mark these vowels accordingly; and we should have pupils, and perhaps some teachers, trying to pronounce in the manner indicated. But all educated men in the land pronounce *vanity* alike. There is no possible doubt as to the pronunciation of the word. But in the *description* of the several sounds, in the *notation*, they may differ. Why, then, by introducing more symbols into our dictionaries, create confusion where now is uniformity. To say that *i* in a given word has the sound of *i* in *vanity*, or that *y* has the sound of *y* in the same word, is making the case as plain to a pupil as it can be made. Suppose Webster did say the *i* or the *y* was *i* short, or that Worcester should say it was *e* long, what wiser should we be? The writer could hardly have selected a better word to show the folly of attempting to characterize by definite symbols all the vowel sounds of the language.

Nor is he more fortunate in the word *alternate*. How any student who has ever used a dictionary can be in any doubt as to the pronunciation of that word after looking at either Webster or Worcester, is more than I can understand. Each dictionary has a mark for the broad sound of *a*, which mark is wanting in the word *alternate*, and therefore it is *not* to be pronounced *aalter-nate*. Worcester marks the *a* with the symbol indicating the

obscurer sound, as he marks the same vowel in *allegiance*, *allowance*, *allot*, &c. Webster uses no symbol for the *a* in such words, but does not mark the broad *a*, as in *almost*. As between the two dictionaries, I give the preference to Webster, because the notation is simpler while it conveys equal information. But I defend both against their critic.

I AND J.—Many persons make these two letters, when used as capitals, precisely alike. Such persons should never use initials in writing. If the question is between Isaac Doe and James Doe, the initials are all that are necessary to distinguish them; but if the two letters are made alike, nothing is told. There is a constant difficulty in every printing-office on this subject. There is no possible way of knowing a name but by the letters. Some common words can be known by other words with which they are associated, on the supposition that the writer used words conveying some sense. Isaac Doe is no better satisfied to see his name printed J. Doe, than James Doe is to see his inserted as I. Doe, and there is no more need of confusion here than in any other part of the alphabet. Every teacher should see to this, and be as much more particular in having these letters made right than he is in other letters, as the tendency is stronger to make them wrong.—*Culturist and Gazetteer*.

BOYS OUT AT NIGHT.—The practice of allowing boys to spend their evenings on the streets is one of the most ruinous, dangerous, and mischievous things possible. Nothing so speedily and surely makes their course downward. They acquire, under the cover of the night, an unhealthy state of mind, vulgar and profane language, obscene practices, criminal sentiments, and a lawless and riotous bearing. Indeed, it is in the streets, after night fall, that the boys generally acquire the education of the bad and the capacity for becoming rowdy, dissolute, criminal men. Parents, do you believe? Will you keep your children at home nights, and see that their homes are made pleasant and profitable to them? Boys belonging to worthy, respectable families, who are permitted, night after night, to select their own company and places of resort are on a certain road to ruin. Confiding parents who believe that their sons are safe—that they will not associate with the vicious—will one of these days have their hearts crushed, as thousands have before, by learning that sons whom they regarded as proof against any evil, have from very early years, been on the road to ruin.—*Exchange*.

Poetry.

Who shall judge a man from manner?

Who shall know him by his dress?

Paupers may be fit for Princes,

Princes fit for something less.

Crumpled shirt and dirty jacket

May beclothe the golden ore

Of the deepest thoughts and feelings—

Satin vests could do more.

There are springs of crystal nectar

Ever welling out of stone;

There are purple buds and golden,

Hidden, crushed, and overgrown.

God, who counts by souls, not dresses,

Loves and prospers you and me;

While he values thrones the highest

But as pebbles in the sea.

Man upraised above his fellows,

Oft forgets his fellows then;

Masters, rulers, lords, remember

That your meanest kinds are men;

Men by labor, men by feeling,

Men by thought, and men by fame,

Claiming equal rights to sunshine,

In a man's ennobling name.

God, who counts by souls, not station,

Loves and prospers you and me,

For to him all vain distinctions

Are as pebbles in the sea.

Toiling hands alone are builders

Of a nation's wealth and fame;

Titled laziness is pensioned,

Fed and fattened on the same,

By the sweat of other's forehead,

Living only to rejoice,

While the poor man's outraged freedom

Vainly lifteth up his voice;

Truth and justice are eternal—

Born of loveliness and light;

Secret wrongs shall never prosper

While there is a sunny right.

God, whose, world-heard voice is ringing

Boundless love to you and me,

Sinks oppression with its titles

As the pebbles in the sea.

CONVERSATIONS WITH AN OLD SCHOOL-MASTER.

BY ROBERT ALLYN.

Several months ago, I began to set down some of the matters which I am in the habit of talking over with a friend, who has for many years been an honest and very successful teacher of both sexes of youth. My opportunities for social communion with him have, since that time, been very much less frequent than before, owing chiefly to my own manifold engagements. A few days since I met him, and we talked somewhat as follows:

"Erastus," said I, "I find it quite hard to decide what method I shall adopt, in my school, to accomplish soonest and with least danger of failure, the object of the school-room. And I would be very grateful to you if you would enlighten me."

"It is a very old question," said he, "and a very radical and important one, for that matter. There are three questions which come up in a school-room a hundred times every day, or, at least, ought to come up with every subject that is touched there. WHAT? How? and WHY? The topic now started alludes to the second, and to a practical teacher, in our public school, where the course of study is marked out, or where the first question is authoritatively answered by a committee, and where the habits of the teacher and scholars almost compel them to answer the third, the second question is certainly the main one."

"So true is this," said I, "that every hour I find myself asking 'how' shall I teach this? and *how* that? *How* shall I manage this case and *how* that? And if I could only get a sufficient amount of light on this point of *how*, or of *method*, it does seem to me that I should be completely at ease in my school-room. Now, if you please, do enlighten me on this point."

"All I can do," returned he, "in this matter, is to stimulate your own mind to make its own suggestions. You, as is any teacher, are able to teach yourself all that you need to know, provided you put your thoughts on the right track and keep them there."

"That is the difficulty," said I: "To get on the right track is one very important thing, but to know the right track when you are on it is more important, and to know which way you are moving is most important of all. Have you never been seated in

one of two trains of cars, standing side by side on parallel tracks at a railway station, and when the other train, at which you were looking, started, you found it difficult to convince yourself that your train was not in motion? So it is with this matter. You may be at a dead stand still, and while you look at somebody who is moving you almost necessarily believe the motion which you see in him is in yourself, though, perhaps, it is in an opposite direction from what you seem to be going. How, therefore, will you know who moves on the right track."

"The difficulty is more in appearance than in reality," replied he. "You can in an instant tell whether your own train moves or not, by turning yourself away from the one that does move, and looking at some object which you know to be stationary. So in this matter of the right track or method in teaching, you can be sure that you are right if you will only begin by understanding WHAT you want to do."

"I hardly apprehend your meaning," said I.

"Well, then, let me ask you how a shoemaker knows that he is working by the right method at his business?"

"Why, by examining his work, and assuring himself that his shoes are well made, and that a large amount of work is done daily, and well done."

"Very good. He compares his work with the design of that work. Does he not?"

"How do you mean?"

"He asks himself what is a shoe designed for? And he must answer, to protect the foot from the hardness and roughness of the road, to protect it also from the cold of winter and the dust of the wayside; and, lastly, to add to the beauty of the foot by its good shape, pleasing color and its appropriate ornaments. So much for the design of his work. Now, does he not also ask, 'do I make shoes that serve all these purposes as well as they can be made to do, and do I make them with such dispatch as shall not waste my time needlessly nor destroy the materials committed to my care?'"

"Undoubtedly."

"And if any workman is employed in any business, ought he not to ask himself the same questions. What is the design of my work? the whole design, and not a part of it?" For another

example; if a man desires to make a plow, is it not his first inquiry, what is a plow designed to accomplish? and then the second, by what arrangement and combinations of parts can the end be effected in the best manner? and perhaps with the greatest regard to beauty consistent with strength?"

"To be sure," said I.

"That is," continued he, "the plow maker must assure himself that the object of plowing is to turn over the sod of the field, with whatever of manure or vegetable matter lies upon it, so that it may rot beneath the surface, and bring up to the light a portion of the soil, which has not recently been taxed with the task of production. It must also so stir and lighten every particle of the earth so as to give the air and light an opportunity to permeate the whole, and carry moisture and nourishment to the roots of the plants."

"All this must be certainly accomplished."

"Now, the great question—the one that shall try the plow-maker's ingenuity most of all, and that shall best prove him to be fit for his place among men, will be? 'How shall I make plows so as every time to make an excellent one, how do this in the shortest possible time, and with the least waste of materials?' And when he can accomplish this every time without mistake and rapidly, he is a perfect plow-maker. Is he not?"

"He could not fail to be that under the circumstances you name," said I. "But what then follows as to our schoolmaster?"

"Why, very naturally, that he also must regard those two inquiries especially, and be able to answer the first one, in part at least, before he can answer the second."

We are then first to consider what the school, and especially the recitations, are designed to accomplish before we go further.

"Exactly. And we must, therefore, endeavor to find out what a recitation is to do."

"But that is not very hard. For that must be a drill for the scholar's memory, to see if he has studied, and especially if he has thought of his lessons beforehand, and to stimulate him to think much further."

"Yes," said he, "and besides this, to show him how to do all duty hereafter, in a manner at once thorough and rapid. But we must then set ourselves to find out what a man is to accomplish

in the world. We must try to ascertain what forces can be brought to bear upon him. Yet many insist that all that is necessary for man to do, in regard to education, is to give him a knowledge of science; or, in other words, to find out what facts are true and what theories attempt to explain the various relations of those facts, and if a man only knows all this perfectly, he is their beau ideal of human perfection. 'With such, the design or end of education is to impart information, and the more readily and easily a teacher can do this, the better they like him and value his calling. With those men it will only be necessary to study that arrangement of the facts or knowledge to be communicated, which shall best aid the memory to retain them all, and which shall also assist the recollection to revive the whole mass of facts when occasion shall call for it. A logical order of facts and an alluring manner of laying them before the minds of the young, may accomplish this very superficial purpose or end of education.

Another class class of persons insist that the whole end, or the only useful end of education is to discipline the mind—to make it vigorous, elastic, ready, always prompt to obey the command of the will, and patient to follow work for a long season and under the most discouraging circumstances. What is meant by discipline in these circumstances, is that kind and amount of exercise which shall fit the mind for the greatest labors and enable it to bear up under the severest studies. Now, is it not easy to see that if this be the end of study or of school, that the method must be a very different one from what it would be if the gaining of information is the sole, or main object."

"Most assuredly. For the first is supposed to require only capacity and the power of absorption, while the latter will demand very earnest, very energetic, and often long continued labor and exercise. But after all, are those so very dissimilar in reality as they are in appearance? In other words, are not the methods demanded and already hinted at by you, more discordant in name than in meaning, after all?"

"I think not," said he, slightly embarrassed, as I thought, and and a little puzzled to find words in which to make clear and express the difference so as to make himself fully understood.

"To acquire information" said he, resuming after a moment's thought, "requires simply a good constitutioned memory, well cul-

tivated and exercised. In fact, to memorize accurately and extensively demands rather a repression of the analytic and inventive powers; while discipline is precisely and chiefly the strengthening and training of these powers. If one will remember exactly any particular thing, he must do comparatively little as to drawing inferences and must not mingle his own thoughts very much with what he reads or learns. He must only recall what he hears, or sees, or reads, and some arbitrary method of arrangement may enable him to do this, perhaps, even better than a philosophical one. It is true that what we call a good memory is often joined with great ability in other directions. But such men's memories have not been exclusively cultivated. Indeed, it is probable that their memory, as a distinct power was not at all cared for, and I think it will be found true, that the memory is really best cultivated by seeming to pay very little attention to it as a separate faculty. Let the teacher direct his efforts to the strengthening and training of the mind and soul, and he will prepare the pupil most rapidly to comprehend knowledge or to grasp information; and also to retain and make it available. Let him endeavor to make for a child an inventive mind, one ready with expedients, as well as strong to grasp and hold on to whatever comes near it, and I think he will best make him capable of memorizing. In other words, let the teacher, or the parent, aim to cultivate every power of mind and body, and he will almost necessarily best cultivate the memory as well as the reason."

"This may all be admitted as true," said I, "but what does it really prove in our present case?"

"Why, I must confess," said he, "that I am saying that the two methods are very nearly alike, or that the method by which the mind is disciplined, is really the one by which the memory is also strengthened. But my school demands a little study for to-morrow's recitations. We will soon talk again."

THE TEACHER AND ETERNITY.—Let the teacher consider well what lines he traces upon the susceptible minds committed to his care, for the light of eternity will give distinctness and permanency to the image.

THE actions of a man tell of what kind he is, as do the fruits of a tree.

ASSAULTS UPON THE LANGUAGE.

As you go up Bowery in the cars, or strolling upon the sidewalk, you have before you, in full view, the Cooper Institute, one of the noblest public works. The building itself, if not very beautiful or satisfactory, is yet massive and imposing. It stands just above the parting of the Bowery into the Third and Fourth Avenues, and a little triangular plot of enclosed ground marks the very point of separation. Opposite, upon the Third Avenue, is the new market and armory of the Seventh Regiment; so that the old hay-market space has become one of the handsome bits of the city.

But as you approach the stately Institute, you become aware of some sign upon the front that excites your curiosity. Is it a brief inscription of dedication? Is it an explanatory note of the purpose of the building? No—evidently not. We are near enough now. We can read it distinctly; “Free Reading Room for Males and Females.”

Male and female what? Why is not the sign completed? Do you think that it means men and women? But why? Women are females, but so are cows. Men are males, certainly, but so are donkeys. Do you say that it means, of course, reading males and females, and that donkeys don't read? Not too fast. Did you never see — with a book in his hand at the Society Library, and, at least apparently reading? Besides, are there no learned pigs—no dogs that know the alphabet? Again, if men and women are meant, why not say so? Isn't man as good a word to describe a *homo* as male? Male is a distinction of sex common to all animals, those that don't read as well as those that do. Man is a word that describes the reading male. Imagine Mr. Everett beginning an oration. He rises with dignity. He looks round upon the throng of intelligent men and women before him. He begins: “Females and males.”

Let us have the right words in the right places. The room at the Cooper Institute is doubtless for the use of men and women. Then why not say so?

There is a similar and amusing circumlocution in using the word “gentlemen.” A sign on a steamer says; *Gentlemen are requested not to spit upon the cushions!* You might as well put up a request, *Gentlemen are respectfully desired not to pick each other's pockets.*

Then what is the matter with the word *officer*, that it should be supplanted by that vilest of all vulgarisms, *official*? We used to think that the President of the United States was the chief executive *officer* of the Government; but now he is an *official*. A Collector is an *officiat*. A Postmaster is another *official*. What has become of the *officers*? Have they all gone off with men and women, leaving the world to males, females, and officials?—*Exchange.*

OBJECT LESSONS.

"Many of the boasted discoveries of the age, in the science of teaching, are mere changes not improvements. Many, who talk loudly of progress, are only marking time; stirring, not advancing. But the methods of primary instruction recently introduced into this country from Germany, and extensively adopted in our best schools, are not of this character. They are changes from the false to the true, and worthy of all that has been said in their favor, and a great deal more. I refer to the recognition of the principles which have just been briefly sketched; that it is the facts and objects of the outer or material world, with which we must first deal, and that the formation of habits of close and accurate observation, is the great work of the elementary teacher. "Object lessons," as they are termed, form an important part of this improved method of primary teaching. Some familiar thing, as a book or watch, is selected by the teacher as the subject of the lesson. Attention is called to its several parts, with their names, the materials of which it is composed, with their sources, and the place and manner in which it is made. Its various uses, etc., are also explained. A great variety of questions relating to the object are asked by the teacher and children, and many points are suggested to the latter, upon which they are to seek further information from their parents, or older brothers and sisters. The important point to be noticed here is, that the article is present; its form, color, and parts, are seen as they are described. The knowledge acquired by the children is, therefore, concrete, not abstract. The number of different things which can thus be brought to contribute to the purposes of instruction, is unlimited, and the children will take great delight in bringing their offerings; since even the dullest finds he can take part in this exercise, and add to the interest of the class. Natural objects may be used in a similar manner, a simple leaf, or flower, or pebble, affording ample scope and interest for many lessons.

"Thus is a spirit of inquiry and a healthy desire for useful information are awakened; the amount of valuable information communicated in this manner is very great. It is positive knowledge, not mere words representing knowledge. A thousands facts are thus secured to the mind, which, though learned repeatedly from books, would, almost inevitably, be quickly and hopelessly forgotten. So wide is the difference between passive reception and eager grasping. Children, six years of age, who have been taught, by this process, often exhibit an acquaintance with the familiar objects of common life not possessed by persons of maturer years, and far greater pretensions to scholarship.

"But the mere information gained, valuable as it is, is the least

benefit accruing from this method of instruction. The attention of the child is arrested, his mind is interested, his mental faculties are quickened into vigorous, yet normal activity; the impressions received are vivid and enduring. Instead of the listlessness and stupefaction produced by the dreary, monotonous repetition, all day long, of A, B, C, the eye is bright, the face radiant with pleasure, the movements elastic, and the whole being instinct with life. The child is thoroughly awake, because the teaching is natural, sensible and philosophical.

"The power and habit of accurate observation, of nice discrimination and correct judgment, are among the best fruits of teaching by object lessons. Every one must have observed the astonishing difference in the ability of different persons in these respects. There are thousands who, having eyes, see not; and, having ears, hear not. They walk amid the clustering glories of the earth, or beneath the star-jewelled draperies of the heavens, but perceive them not. The cadence and swell of music, the eternal anthem of the solemn sea, the silvery minstrelsy of birds, roll and die upon the echoing air in vain; they only hear a noise! In the domain of trees and flowers, so full of the poetry of form and motion, so exquisite with the touch and tracery of the finger of God, their enthusiasm is epitomized in the words of the poet:

"A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more."

"They look upon the most gorgeous sunset, and only know that there are clouds in the west from which, perchance, they predict rain on the morrow! The ingenuity of the mechanic, the taste and skill of the architect, the artist, the landscape gardener, and the florist, are lost upon them. They may travel round the globe, and they will be but little the wiser, while the keen vision and responsive ear of others find fitness, joy, and beauty everywhere. Now, to a great extent, this loss of untold profit and pleasure to one class, and gain to the other, is due to the fact that the former do not know how to see and hear, the latter do. In the one case, the eye and ear have not been cultivated; the habit of close observation has not been formed. So the vague sense of beauty, which seems to be innate to childhood, has been buried beneath the rubbish of life, the faculties of observation and discrimination have become rusty through disuse. In the other case, the law of growth by use has been illustrated; every sense and faculty is kept fresh and keen, and has gathered power from year to year,

What can act upon the discriminating faculty, so like a whetstone upon steel, as the daily process of analyzing, comparing, separating, and uniting different things and parts of things by means of object lessons? Not a peculiarity of shape or contour,

not a principle of combination, adjustment, or grouping, not a shade of variation in color or tint, but is observed and noted. The importance of an early development of this habit of careful and minute observation; the extent to which it may be carried, in all cases, by proper training in early childhood; the impossibility of accomplishing it if neglected in youth; the manifold pleasures and benefits to be derived all through life from its exercise,—these are arguments in favor of object lessons in Primary Schools, the force of which seems to me irresistible.

"An incidental advantage attending the use of object lessons is the opportunity which it gives for discovering the peculiar aptitudes of different pupils. A taste for the natural sciences, for drawing, coloring, mechanics, etc., may be brought to light, and receive an impulse, the results of which are brilliant and lasting. Moreover, many will be led to appreciate the value of certain kinds of knowledge which would otherwise seem unattractive and little worth.

But it may be objected that children are sent to primary Schools to learn their A, B, C's, not to spend their time upon object lessons. The reply is, that not only is all the information and all the discipline of the senses acquired in that way, *clear gain*, but the alphabet, and all the rudiments of books taught by the old method, can be and are mastered in much less time, and with vastly more pleasure and ease, than when the latter are the exclusive studies of the Primary Schools. The reason is obvious. The mind is relieved, refreshed, by the interest and pleasure excited by the object lessons, and returns to the alphabet or the book with ten-fold zest and spirit, and will accomplish in five minutes more than it would have done in half an hour without the relaxation, and far more thoroughly. The idea of expecting children who cannot read, or who do not even know their letters, to *study*, is simply absurd. They do not know how to study; they have no command of the necessary means and agencies. We might as well place all the tools of a carpenter before an apprentice who has just entered the shop to learn his trade, and tell him to go to work, as to place a book, with the twenty-six letters of the alphabet, in the hands of a child, and tell him to keep still and study. It is absurd. How can he study? what will he study? how will he go about it? He may be compelled to sit still and keep his eyes upon his book, but he might just as well have his feet in the stocks, and his eyes upon the moon. He could study just as well by shutting his book and looking upon the cover, and with much less damage to his eyes and—to his book. And as to requiring the child to keep perfectly still, while he has nothing to do, it is difficult to avoid the use of strong language against such folly and cruelty. All that the little martyr can do is to go to sleep, and even this refuge is un-

ally denied him. If there are degrees in human folly, surely that must be in the superlative which would shut up a troop of little children in a close room six hours a day, and compel them to be perfectly still, on pain of chastisement, where there is not a single thing for them to do, nothing to interest mind or heart. If, then, teachers will insist in trying to impart a knowledge of the alphabet by the exclusive use of the old, dreary, monotonous repetition, a-b-c, let object lessons be added to the exercises, by all means. It will shorten the time necessary for the mastery, by at least one-half."

HON. N. BATEMAN, Illinois.

Mathematical Department.

W. D. HENKLE, EDITOR, LEBANON, OHIO.

PRIZE PROBLEM

The following results have been obtained :

A. P. Morgan, 61.81327043.
 Charles Guisinger, 61.51941.
 Josephus Twinehart, 60.639+.
 Geo. E. Seymour, 61.909.
 A little boy (13), 62.10.
 Andrew Ekey, 62.
 Jos H. Olds, 59.5196.
 Francis M. Laggart, 61 ft. 9 in.
 J. S. Ross, 61.9279.
 James Goldrick, 65 ft.
 Joshua McCoy, 59½ ft.
 Sallie S. Hamilton, 55½, also Goldrick's answer first sent.

We shall send the manuscript of the above solutions to Mr. Vincent, who will award the prize and the prize solutions. The Prize Solution will be published.

QUERY.—Is there a sufficient number of subscribers who are interested in this department to keep it up?

This question can be answered by every one who prefers it to be continued dropping a line to the Math. Editor.

A tree near Williams College, Mass., is so situated that it draws nourishment from New York, Massachusetts and Vermont. It stands on the spot where those three States meet.

"We see," said Swift, in one of his most sarcastic moods, "what God thinks of riches, by the people to whom he gives them."

OHIO PUBLISHERS AND PUBLISHING—BOOKSELLERS AND BOOKSELLING.

✓

No. III.

MOORE, WILSTACH, KEYS & CO., CINCINNATI.

This establishment, located at No. 25, West Fourth street, is one of the most extensive business houses of the kind in the West. The building occupied, is 200 feet long, 35 feet wide, and seven stories, including the basement press-room, high. It is filled with machinery, stock, employees and goods from cellar to garret. The books are set up in the second story; thence the forms are let down into the basement, where six Adams' presses are running by steam, and throwing off 3,000 to 4,000 sheets per hour. The printed sheets are taken up by steam power to the seventh story, where the process of binding begins. They are let down from story to story in their progress towards completion, and finally arrive at the sale-room ready for market. To observe the number of hands and of processes through which each volume passes; the variety and perfection of the machinery by which the work is done; and the rapidity and system with which it moves forward from a bundle of blank paper to a handsome and interesting book, is curious and instructive. The volume that you buy for a few dimes has employed in its preparation the skill of a score of operatives, and gone through machinery worth \$50,000 to \$60,000.

The establishment is capable of turning out 2,000 volumes per day. In flush times it gives employment in printing, binding etc., to 100 operatives. Their binding establishment is, we think, the most extensive and perfect of any West of Philadelphia. A year ago the School Commissioner awarded to this house the contract for binding about 80,000 volumes for our school libraries. The work was performed according to specifications and samples furnished; and we will venture to say that a better job of the kind was never done, East or West. The binders made no money out of this contract, but they confirmed their reputation as competent and honorable business men.

Their machinery for ruling and paging blank books, is one of the most curious parts of this establishment; and the rapidity and precision with which this work is done, in all its varieties, is wonderful. There you can find ponderous volumes of journals, ledgers, and all manner of blank books, adapted to every kind of business in public offices, banks, insurance companies, forwarding houses and mercantile transactions. No where at the West is this class of work got up in greater variety or in better style.

This house is chiefly engaged in jobbing. It pays but limited attention to retailing either their own or other publications.

Among their publications are the following:—*Educational*, Ogden's *Science of Education and Art of Teaching*; President Day's *Art of Elocution*; also his *Rhetorical Praxis*; *The Teachers' Indicator*, and Moffat's *Aesthetics*. *Biographical*, Safford's *Blennerhassett Papers*, (a splendid

work); Life of Chalmers. *History*, Farr's Ancient History; Hart's History of the Mississippi Valley; History of the Puritans; The Russian Empire. *Travels and Voyages*, Bayard Taylor's Cyclopædia of Modern Travel; Moffat's Travels in Southern Africa; Boynton's Journey through Kansas; Nordhoff's Man-of-War Life—Merchant Vessel—Whaling and Fishing—Nine years a Sailor, and Semm's Service Afloat and Ashore during the Mexican War.

In the department of Music this house has published some of the most approved works extant. Among these is the Oriola, a Hymn and Tune Book adapted to the use of Sabbath Schools and Prayer Meetings. This little work deserves a place in every family and school in the land. Their numerous editions of the Bible will attract the attention of all visitors. We have seldom seen this Book of Books put up in better style than some that have come from this house.

But *Medical Works* are a specialty among the publications of this house. They have issued some twenty volumes which treat on the various "ills to which flesh is heir." These works are sold chiefly by subscription. They have an army of agents going up and down the earth, selling these works. We have been informed that they have, at times, had as many as 500 men employed in this business. Of Gunn's New Domestic Physician, they have sold over 100,000 copies.

DR. BANDINEL, late librarian of the Bodleian library, died in Oxford, England, on the 6th of Feb. He was appointed Bodleian librarian, in 1813, and held that position for nearly half a century, resigning last summer on account of his failing health.

A SCHOOLMASTER, hearing one of his scholars read, the boy, when he came to the word *honor*, pronounced it in full; the master told him it should be pronounced without the H. as thus; "onor."

"Very well, sir," replied the lad, "I will remember for the future."

"Ay," said the master, "always drop the H."

The next morning the master's tea with a hot muffin had been brought to his desk; but the duties of his vocation made him wait till it was cold, when addressing the same boy, he told him to take it to the fire and heat it.

"Yes sir," replied the boy, and taking it to the fire, eat it. Presently the master called for the muffin.

"I have eat it, as you bade me," replied the boy.

"Eat it, you scoundrel! I bade you take it to the fire and heat it."

"But, sir," answered the lad, "yesterday you told me always to drop the H."

THE MUSTER CALL IS SOUNDING.

BY W. A. C. CONVERSE.*

The muster call is sounding,
Its notes are echoing wide,
From where Ohio rolls her waters
To Erie's restless tide—
'Tis heard in costly city dwelling,
And where stout hands the woods are telling,
The call to rescue sons and daughters.

The cautions legislator,
Those round the quiet hearth;
Those reared beneath our institutions,
And men of foreign birth,
Agree for once in one communion,
With this the motto of their Union,
"Death to the foe of constitutions."

Full twenty thousand leaders,
From school and college hall,
With patriotic self-devotion,
Obey the muster call;
While to their standards thronging,
Come troops too each belonging,
Like drops of summer rain to ocean.

Behold the forts—ten thousand,
Our villages among,
Count up the troops who hold possession—
Six hundred thousand strong—
And say—with such a guard on duty,
Can this, our State, our home of beauty,
E'er yield to error or oppression?

Great God defend our fortresses!
Soon may like bulwarks stand,
The hope and safety of the nation,
Through all our wide-spread land—
Thus shall our borders be defended;
And ignorance, its thralldom ended,
Yield to the power of Education.

*Principal of Toledo High School.

Editorial Department.

NEW ARRANGEMENT.—With the present number of the *Monthly* my connexion with it terminates. Mr. E. E. White, of Portsmouth, Ohio, becomes the responsible editor and publisher, and Hon. Anson Smyth, who has been associated with me, will continue holding a slight interest in it for the present.

On taking leave of my numerous friends in the educational field of Ohio, a word of explanation may not be amiss. Nearly ten years since, I commenced my educational labors, and found my very youthful experience materially aided by Educational Journals. As Teacher and Superintendent, I became earnestly interested in the success of our own Ohio periodical, and felt that no effort too great could be put forth for its support.

To this end, then, I labored most heartily when opportunity offered, feeling it would prove as great a blessing to all young Teachers as it had been to myself. When my interests seemed to lead me out of the educational field, and the *Journal of Education* was about to be turned adrift, although the duties I had then assumed, in the publication of the *Daily Ohio State Journal*, were very arduous, I was induced to attempt the disheartening work of reviving the already pecuniarily dead body, then lying on the hands of the Ohio Teachers' Association. Upon the most urgent solicitations of my friends, and the promise of the efficient aid of our State School Commissioner, Hon. Anson Smyth, I undertook the heavy work.

Considering the very arduous labors of each of us outside the *Monthly*, our success has exceeded our most sanguine expectations, and at the opening of the present volume, we had prospect of a circulation that would some more than pay us for actual expenditures and give us a fair remuneration for this year's labors. While we had not lost money in dollars and cents, we did not feel ourselves remunerated pecuniarily for the labors expended upon it thus far. But as we did not engage in the *Monthly* as a money-making project, we sought our reward in its success, the good done and the numerous friends we made, in none of which we were disappointed. About this time another educational Journal sprung up. We felt that Ohio was not a field large enough for two such periodicals, with no more attention than persons, engaged in other pursuits, could give them, moreover, the business of the *Daily Ohio State Journal* had become so extensive, that I could scarcely hope to give the *Monthly* that attention even, which I had given it before. I therefore believed that the interests of all concerned demanded that I should retire in favor of one who could devote his undivided attention to the work.

After my thanks to those who have labored with us, and heartily seconded our well meant efforts, I would commend them to do as much for my worthy friend and successor, Mr. White. As he will devote himself exclusively to its interests, and Mr. Smyth will retain some connexion with it, it is confidently believed that the *Monthly* will be much improved, and that its circulation will be greatly increased. Mr. White will not only assume the entire publishing care, but will also perform a large proportion of the editorial labor. We will leave him to give his own "inaugural," barely remarking that his long connexion with the cause of education in our State, his deep devotion to its interests, his high reputation as a Teacher, his excellent business habits, and his ability as a writer pre-eminently qualify him for taking charge of an educational periodical.

F. W. HURT.

AN INVITATION ACCEPTED.—The March number of the *Massachusetts Teacher* reproduces an editorial of our January number, headed,—YANKEES AT A DISCOUNT; and adds the following:

"Ohio, thanks! Your volunteer services in behalf of the Old Bay State are gratefully appreciated. Come to 'Athens,' you of the *Ohio Educational Monthly*, and we of the *Massachusetts Teacher*, will 'tote' you to Concord and Lexington, and Bunker Hill; and will 'take you in' at 'Parker's,' where we will at leisure discuss whatever may come before us, not forgetting canvas-backs, and the assailed character of the old Commonwealth. Keep this invitation standing, to be used on the *first convenient occasion*."

We will go; that is a sure case. Such invitations are never allowed to be "kept standing" for "convenient occasions." When *duty* calls, *convenience* must stand aside. We have no sympathy in such cases for the miserable procrastinating spirit which was so sadly illustrated in the character of the wretched Felix. Let duty make her voice heard in our ears, and we are *there!*

Please forward, by return mail, a Rail Road pass from Columbus to Boston and back; good from the 1st day of April to the 4th day of July.

But what sort of a place is "Parker's?" Is it a tavern, or a jail, or what? We are rather choice in regard to our associations. We always like to know the character of a place, before we get into it. However, if you and we and "canvas-backs" are there, who cares for the rest?

Our visit to "Athens," let it be distinctly understood, must be attended with as little parade and show as may be consistent with the occasion. We are modest and unassuming in our manners, and we sincerely hope that you will make no such ado over us as you did over the Prince of Wales, a while ago. It would hurt our feelings to have you call out the military, the fire companies and the chain-gangs of "Athens," with bands of music, big guns, and all that sort of thing. Do not build a huge platform on your Common, on which to receive us with speeches from your Governor, Mayor and that *verd-antique* orator who is the Boston correspondent of the *New York Ledger*; making it incumbent on us to respond in the language of Paul and Abraham:—"Ye men of Athens, we perceive that in all things ye are too superstitious; entirely so. We have not come here to make a speech, but to see you and let you see us, in which sight you have the best of the bargain. Our friend, Mr Everett, says that the condition of the country is such that he can't sleep o' nights. But we have this consolation that nothing is going wrong, Nobody is hurt. It may be necessary to put our foot down pretty strong. And now we think we will draw to a close."

We shall wish to visit Bunker Hill, where Cotton Mather conquered Burgoyne; and Concord, where Miles Standish threw the tea overboard; and Lexington, where Prof. Webster killed Dr. Parkman. And if time shall permit, we would be happy to call at Faneuil Hall, where Daniel Webster arrested Anthony Burns, with admirable "alacrity."

POST SCRIPT.—Tell Mr. Parker that we neither drink wine nor strong drink; and as for cigars—we abhor them as we do rattlesnakes and slave-catchers.

WHAT AN ASSEMBLY-MAN SAYS.—We clip the following extract from the speech of the Hon. R. Hutcheson, member of the House of Representatives from Madison county. The speech was published in the *Ohio Statesman*, of March 12th:

"We have accordingly found that the common school system has grown into a great "institution." It secures for itself a vast taxation, and makes large disbursements. It has an army of sinecures, dependents and employees. It educates and furnishes its own teachers, at the State's expense, and then enjoys a monopoly of teachers' wages! Enjoying a monopoly of the school book trade, it has entered into an alliance with the printing interest, and mammoth "Book Concerns" combine with it, to swell its power and share its plunder! Its political power is now irresistible. If disposed to wield it, it would constitute an influence sufficient to control the politics of the State.

The object *now* is not to educate the youth, *but to derive revenues to support the class in the interest of the system.* It deceives the people with the *appearance* of educating their children, while no solid progress is making. It substitutes routine for instruction, and State machinery for solid discipline. Its "masters" delude the public with earnest forms, and darken the understanding with oracular words, that are contrived behind the mystic veil of the "profession!"

Mr. Speaker, in what I have said, it has not been my intention to disparage popular education; on the contrary, it is of the highest necessity. Nor would I underrate the value of a proper public school system conducted in the right manner and dispensing real good. But justice to an overtaxed people would not permit me to remain silent while new schemes of taxation were concocting. And I warn the tax-payers of Ohio, that under the specious pretext of public education, an attempt is making to build up a system to extort revenue for the support of a class, who prefer to live upon the people."

The above assertions scarcely demand a serious notice, for all who have any acquaintance with the workings of our school system know that they have no foundation in truth. We do not wish to be understood as saying that Mr. Hutcheson *intended* to misrepresent the subject he had in hand. He is a gentleman of ability and education, and, so far as we are informed, his reputation for truthfulness is unquestioned. But through prejudice against our system of popular education, or from some other cause, he has been led to make the above representations, than which nothing could be more grossly false and slanderous.

He says that our school system has created "an army of sinecures." Webster defines "sinecure" to be "an office which has revenue without employment." Pray, tell us, Mr. Hutcheson, what are the "sinecures" under our school system? School Directors, Boards of Education, etc., have abundant "employment," but no "revenue." The law imposes upon these officers important duties, but provides no payment for their services. School Examiners receive \$1 50 *per diem* for the performance of their difficult and delicate labors. Their office is certainly no "sinecure." Auditors, Treasurers and Clerks receive but a limited compensation for their services. The State Commissioner receives no higher salary than he could obtain in other employments, while his duties are far more onerous than they would be in most other departments of labor. A few days since, Governor Dennison remarked that he had formerly considered the duties of State Auditor more laborious than those of any other officer in our State Government; but since becoming acquainted with the business of the School Commissioner, he was satisfied that this officer performed more hard work than any other in our State House.

We will give any man a splendid copy of the New England Primer who will, within the next thirty days, inform us what "sinecures" have been created by our school law.

Says Mr. Hutcheson, "it Educates and furnishes its own Teachers at the State's expense," etc. A large number of the States have established Normal Schools for the education of Teachers at the public expense. But not one dollar has the State of Ohio ever appropriated for such a purpose. Those who are engaged in teaching our schools have enjoyed the ordinary school privileges of the State, and nothing more, so far as public funds are concerned.

Mr. Hutcheson asserts that our school system is "enjoying a monopoly of the school book trade," etc. This is news to us; we never heard the idea intimated before. We had supposed that W. B. Smith & Co., Riley & Bowles, Ingham & Bragg, and other publishers in our State and elsewhere, "enjoyed" this "monopoly." We were not aware of the existence of any alliance between publishers and our school system, which justifies the assertion which we have quoted.

Our orator declares that "mammoth book-concerns combine with it, to swell its power and share its plunder." We were accustomed to hear flings of this sort during the existence of the School Library Law. But that law was repealed more than a year ago; therefore, Mr. H. must have reference to something else. What that something else is, our orator has given us no information.

Again, he says "its political power is now irresistible." Do tell! It must have placed S. P. Chase in Lincoln's Cabinet, and Mr. Hutcheson in our General Assembly.

But we have not space to notice in detail the other assertions contained in the extract. They are of a piece with those which we have particularly noticed. And it is by such arguments (!) that our school system is assailed in the General Assembly. Men who have never read our School Laws, and who have never examined the Reports of the Department, stand up in our Legislative Halls and declaim against the abominations of our system of common schools. When we witness this course, winter after winter, we are sometimes tempted to wish, that friends of education in Ohio would exercise, in some of our counties, that "irresistable" political power ascribed to them by the "gentleman from Madison."

SABBATH SCHOOL TEACHERS. More than three-fourths of the Teachers in the public schools of this city, are also Teachers in our Sabbath schools; and we presume that what is true of Columbus, is true of all other towns in the State. To us it is a happy thought that a large proportion of the twenty thousand Teachers of our common schools, every Sabbath engage in the higher vocation of instructing our children and youth in the way of life everlasting.

To be interesting, instructive and successful as Sabbath School Teachers, requires qualifications of a high grade; and it is a lamentable fact that many who assume this work lack some of the essential requisites to the highest success. It is not sufficient that the Sabbath School Teacher is a true Christian. While none who are not truly pious are fit for Teachers, it does not follow that

all pious persons are competent to engage in this work. In addition to a thorough acquaintance with the truths of divine revelation, it is of the highest importance that Teachers should be intimately acquainted with the Geography of Bible lands; with the Manners and Customs of the people in the times of Patriarchs, Prophets and Apostles; and with many other facts which go to illustrate Biblical truths. We once inquired of the members of an advanced class in a Sabbath School whether Hebron was north, or south from Jerusalem; but not one of them could answer. The question was then put to the Teacher, who was also a teacher in one of the High Schools of the State, and she was as ignorant on the subject as her pupils.

We most earnestly recommend to all who are engaged in the good work of Sabbath School instruction, the study of works treating on the subjects which we have indicated. Among the works worthy of examination we will name Robinson & Smith's *Researches*, published by Crocker & Brewster, Boston; *The Land and the Book*, Harpers, New York; *City of the King*; and *Palestine Past and Present*, both by James Challen & Son, Philadelphia; also, *Maps of Palestine*, published by Challen, and by the Sunday School Union.

FOOLISH VIRGINS.—All have read the story of the girl who committed a "breach of promise," on the ground that "dad has struck ile." In her case the old rule was reversed, and the foolish virgin failed to meet her espoused "bridegroom" because of the abundance of her petroleum. We almost fear that there are other virgins who would prove just as foolish if their fathers should strike oil. They would at once be transfigured into "ladies," and their silks and cod-fishy airs would "fire the heart" of all dandydom. If any of our fair readers are excited by oleaginous prospects, we commend page 105 of our present number to their thoughtful consideration.

Another unwise damsel went to the post office to purchase letter stamps. When she found that the "blues" cost less than other kinds, she took them, *on the ground of economy!* But she was not half so foolish as are those numerous local directors who hire one cent Teachers, from economical motives.

"THE Ohio Educational Monthly" for February comes to us in a *new dress*, or rather destitute of dress. The cover is wanting. Will Brother Hurtt inform us whether he has dispensed with the *binding and trimming* of his Journal?—*Iowa Instructor*.

Does the *naked* truth offend you, Brother Nestlerode? We bind and trim.

The new firm of E. E. White & Co. take charge of the *Monthly* immediately after the issuing of the present number. All communications should henceforth be directed to the address of the new proprietors. The new firm succeed to the accounts of the the concern, and funds due on subscription should be directed accordingly. We firmly believe that Messrs White & Co. will spare no effort to subserve the cause of education in our State, and we trust that they will receive liberal patronage.

Monthly News.

The General Assembly is still busily engaged in doing nothing. A score of bills in regard to the school law have afforded themes for the display of aspiring genius, but we rejoice to know that our revered Assemblymen belong to the class we read of, "who say, and do not." A few evenings since there was an exceedingly interesting exhibition, in the Representatives Hall, of the Cleveland Industrial School. The Superintendent, Mr. Waterton, and twenty of the pupils were present. After various exercises by the children, earnest and interesting addresses were made by Messrs. John A. Foote and Harvey Rice.——Edward F. Fisk has been chosen Superintendent of the Schools in Lancaster.——The Rev. Mr. Arthur, of Virginia, a graduate of Marietta College, has been elected Professor of Mathematics in the Ohio University at Athens, in place of Professor Tappan, removed to the Mount Auburn Female Seminary.——A. B. West, on the 8th ult., resigned the Principalship of the Grammar Department of the Toledo Schools. For nearly nine years he had taught there, achieving a degree of success seldom equaled. His associate Teachers and his pupils and ex-pupils testified their regard for him by various presents, to the value of nearly one hundred dollars. Says the *Blade*: "The presents, which were displayed upon a table on the platform, were as follows: *From the Teachers' Association*—Two sets of elegant Silver Spoons, marked WEST. *From the High School Scholars*—Volumes of Prescott's Histories, etc., in elegant binding. *From the Scholars of the Intermediate School*—Two elegant volumes in very rich binding—"Moore's Poetical Works" and "Rogers' and Campbell's Poetical Works." *From the Grammar School*—A beautiful Silver Cake Basket; a set of Irving's Life of Washington in the best style of binding; and an elegant Album, in which were inscribed the names of all the scholars. The presentation and leave-taking speeches of the scholars were appropriate, and were generally as well delivered as could be expected under the circumstances. Mr. CONVERSE's address on the part of the Teachers, and Mr. WEST's reply were given in the unstudied eloquence of deep feeling, it being with the utmost difficulty at times, that the latter gentleman could proceed with his remarks." Mr. West retires to his farm at Sylvania, where we trust that his impaired health will be restored. Mr. D. W. Dickerson, a graduate of the Bridgewater (Mass.) Normal School, takes Mr. West's place.——The Spring examination of the Sandusky Schools closed on the 15th ult. The *Register* closes an extended and flattering account of these examinations as follows: "The exercises are all reported as highly creditable and satisfactory. The following named young ladies and gentlemen, constituting the graduating class, were the recipients of the highest honors, evidenced by customary diplomas, and were appropriately addressed by F. M. Follett, Esq., Secretary of the Board

of Education: Misses Florence Victor, Kate Burton, Emma Cook, Fannie Jackson, and Messrs. Ed. Coy and Geo. Barney. As far as we can learn, there is but one sentiment in reference to the examination, and that is of its being a decided success. The expression of satisfaction seems to be general and unbroken.'——A good deal of excitement has been raised in Belmont county on account of the rejection of a large number of applicants for certificates of qualifications for teaching. Mr. Pugh, a leading member of the Board of Examiners, has been denounced with vehemence. We judge that he is able to stand his ground in the case. Within the last six months we have received the names of 70 subscribers to the *Monthly* from that county, which have been obtained, chiefly, through Mr. Pugh's efforts. He can not be "the wrong Pugh."——The Spring Session of the McNeely Normal School commenced March 26th; and the *Normal Institute*, of five weeks, will commence July 16th.——Says the *Urbana Citizen*: "The following definitions were given by a young gentleman applying for a certificate to teach school, in a county not a thousand miles from this: *Induce*—To solicit. *Divest*—To speak to. *Fain*—Incorrect. *Affected*—Accomplished. *Distrust*—Troubles. *Conceive*—To ask. His spelling may be judged by the following: *Believe*—Beleave. *Intelligible*—Intelligable. *Pinnacle*—Pinacle. T'would be impossible to give an idea of the parsing. As we expected, the Board of Examiners failed to appreciate the talents of the gentleman, and he was refused a certificate, or in other words, a license to rob the School Treasury by pretending to do what he knew positively nothing about. No doubt he went away cursing the examiners, and fully impressed that "republics is ungrateful."——The number now enrolled in the Cincinnati Schools is 17,861, and the average daily attendance 13,002, which is 1,013 greater than at any previous time. Dr. Lillenthal recently made a long and able report upon the subject of giving more attention to Composition Writing in public schools. The measures recently taken in the the way of promoting physical culture are working to a charm. Says the *Commercial* of the 19th ult., "We saw several classes put through their paces. There were different exercises for boys and girls, according to the physical requirements of each. The effect of this discipline was everywhere apparent in the uprightness, ruddiness and general vivacity of the pupils. As a remedial measure, the teachers declare it to be better than pills or potions; and much better than the rod in the way of preserving order. American boys, and for that matter, girls too, take to military exercises like ducks to the water. In these "perilous times" no one can tell how much of the Spartan element ought to be infused into our educational system."

MASSACHUSETTS.—Charles S. Royce writes us from Boston, March 14th: "D. M. Warren, of Philadelphia, now lies a corpse in Worcester, and will be buried to-morrow. He died at the house of his brother, Leander Warren, of Baltimore. Mr. Warren was personally known to many of the Teachers of Ohio, as agent for Cowperthwaite & Co.; and as the author of a good text book upon

Physical Geography, he was known to many more of them. You see that my letter is dated at the office of *Lewis's New Gymnasium*. I have come here at the request of many of the Teachers of Ohio, and with the consent of my own wishes and judgment, to master his system of Gymnastics. So far, it more than equals my expectations. The exercises bring into play, it seems to me, all the muscles of the body; and at the same time, they are so interesting that no one seems to tire of them. The old and the young of both sexes take hold of them at each lesson with an interest, that seems ever fresh. A Teacher arrived here yesterday from Manchester, N. H., and commenced practicing. This afternoon, he said he would only look on, as his muscles were sore. He *did* "look on" for *twenty minutes*; and then he "pitched in" for a whole hour. And so, Friend Smyth, it would be with you, if you were here. I wish you were here, and a score of Ohio Teachers with you." Hon. George S. Boutwell has been appointed a member of the State Board of Education. Prof. Alpheus Crosby, the worthy Principal of the State Normal School at Salem, was recently married to Miss Martha Kingman. In our opinion *Martha* "has chosen a good part"——CONNECTICUT.—The citizens of the West district in Hartford, recently voted to furnish their School with a piano, a library and a gymnasium—all on a liberal scale.——NEW YORK.—Mathew Vassar, Esq., of Poughkeepsie, has donated two hundred acres of land, situated in the suburbs of that town, and three hundred and sixty thousand dollars for the establishment of Vassar Female College. The whole donation amounts to more than four hundred thousand dollars. This is a princely gift, and we trust that the Institution which rises on this foundation will realize the hopes of its friends.——PENNSYLVANIA.—Prof. Robert Kidd has recently been engaged in giving instruction in Elocution in Pittsburg. The *Educator* justly remarks that there "are few Professors of Elocution who have been so successful in the instruction of their classes as Prof. Kidd. The Alleghany County Educational Association held its annual meeting at Pittsburg on the 24th ult., and was addressed by the Hon. Mr. Burrowes, State Superintendent of Schools.——INDIANA.—George P. Brown has been appointed Superintendent of the Richmond public schools. An Institute was held at Columbus on the 7th ult. Mr. Fletcher, the new State Superintendent, has entered upon the discharge of his duties, and much educational advancement is confidently expected to result from his official labors.——ILLINOIS.—The State Normal University was dedicated on the 24th of January, and a good time was had. Rev. J. P. Henderson, Principal of the Mendota Collegiate Institute, and Mrs. L. P. Paddock, a Teacher in the same institution, died in February; in consequence of which the school has been broken up.——WISCONSIN.—Hon. Henry Barnard has resigned the Chancellorship of the State University, in consequence of impaired health. We sincerely hope that he may be restored to his former condition of physical vigor. Chancellor Tappan, of Michigan, and John G. McMynn, of Wisconsin, have been named as suitable candidates for the position left vacant by Dr. Barnard.——NORTH CAROLINA.—The *Journal of Education* has assumed a new dress, and it is doing a good work in the old North State. "Long may it wave," side by side with the Star Spangled Banner. Three Cheers.

OHIO TEACHERS' ASSOCIATION.

The Thirteenth Annual Meeting of the Ohio Teachers' Association (in accordance with its act at *Newark*) will be held in *Elyria*, on the 2d, 3d and 4th days of July, 1861. The following exercises may be expected:

1. Inaugural Address, by Dr. A. D. Lord, Columbus.
2. Address, by Hon. Anson Smyth, School Commissioner, upon the condition of Education and Schools in the State.
3. Annual Address, by Hon. James Monroe, Oberlin.
4. Address, by Rev. Thomas Hill, Yellow Springs. Subject: *The True Order of Studies*.
5. Report on Gymnastics in Schools, by M. T. Brown, Toledo.
6. Report on Primary Instruction and Discipline, by Andrew J. Rickoff, Cincinnati.
7. Report on Examiners of Teachers, by Hon. J. A. Garfield, of Hiram.
8. Report on Composition Writing in our Common Schools, by Rev. Robert Allyn, Cincinnati.
9. Report on Local School Supervision, by M. F. Cowdery, Sandusky.
10. Discussion on Modes and Results in Teaching Spelling.

Dr. Dio Lewis, of Boston, Mass., Editor of *Lewis' Gymnastics*, has been invited to present his system of Physical Training. He has given a favorable response. A definite answer is soon expected.

James E. Murdock, Esq., of Cincinnati, has been invited to give a Lecture on Reading, with illustrations.

The Reports are not expected to exceed thirty minutes in length. One hour will be devoted to the discussion of each report.

Lady delegates will be entertained in private families. The usual half-fare tickets upon the railroads will be solicited.

E. E. WHITE,
Chairman Ex. Com. O. T. A.

TAKE PARTICULAR NOTICE of our new advertisements. The Merriams call attention again to their great work, "the Best! the Handsomest! the Cheapest! Webster's Unabridged Dictionary."

Moore, Wilstach, Keys & Co. advertise President Day's Rhetorical Praxis, and his Art of Elocution.

These publications we have noticed and commended in previous numbers of the *Monthly*. We sincerely wish that every Teacher in the State might possess them.

A. S. Barnes & Burr advertise several works of high merit. "Mansfield's Political Manual" and "Zachos' Analytic Elocution," we have not yet seen, but their authors we know to be writers who never miss fire.

Sheldon & Co., J. H. Riley & T. C. Bowles, and W. B. Smith & Co., advertise works too well known to require further notice from us at present.

Official Department.

OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, March 20, 1891.

Inquiries have been made at this office as to the amount of State School Funds to be apportioned during the current school year. Boards of Education and other parties desire to know whether the amount will be sufficient to meet and fulfill outstanding contracts.

In reply, I have to state that the amount of funds for the present year, derived from the levy of one and four-tenths mills on all the property in the State, will be somewhat less per enumerated youth than for previous years. The amount already apportioned is sixty-six cents to each, and it is probable that the August apportionment will be about the same, possibly it may reach sixty-eight cents. The whole amount for the year will be six or eight cents less than was distributed in 1860. Now, as the grand Duplicate upon which the assessment of last year was made exceeded that of any former year, the question very naturally arises why the State School Fund yields a less amount to each enumerated youth than formerly?

Two facts will furnish a satisfactory answer to this question. The General Assembly of 1860 reduced the State levy for school purposes one-tenth of a mill; and the result is that the amount assessed last year was \$24,621 60 less than that of the former year. Again, the number of youth enumerated in 1860 exceeded the number of the former year by 26,930. With an increased divisor and a diminished dividend, it is as plain as arithmetic that the quotient, or amount distributed to each enumerated youth, must be diminished.

To accommodate the children in a certain sub-district, the Trustees of the township were called upon to open a new township road. On the location of said road, some \$80 or \$100 damages were assessed by the viewers in favor of the parties through whose land the road was laid. The Township Board of Education directed their Clerk to issue an order on the Treasurer, to be paid out of the funds raised for building purposes. But when the Treasurer went to make his annual settlement with the Auditor of the County, the Auditor refused to allow the order aforesaid as a charge against the school house fund; on the ground that it was properly chargeable to the township, and should be paid from township funds.

Question.—Was the decision of the Auditor according to law?

Answer.—In my opinion there is no room for serious doubt that the decision of the Auditor is legally and equitably correct. The School Law makes no provision for opening or making roads; or for any similar purpose. It provides for the purchase of sites, the erection and repair of school houses, the payment of teachers, and other purposes directly and necessarily incidental to the maintenance of schools. But the expense of making or repairing roads can not be included among legitimate incidents' expenses. The road spoken of should be paid for in the same manner as though it had been opened without any reference to the school in question.

ANSON SMYTH, Commissioner.

THE
OHIO EDUCATIONAL MONTHLY:

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New Series, Vol. II, No. 5.

✓ THE CLEVELAND INDUSTRIAL SCHOOL.

BY HON. HARVEY RICE.

This school, like most other benevolent institutions, is indebted for its origin and success to generous impulses. In December, 1856, Hon. John A. Foote, one of the Commissioners of the Reform Farm School, and Rev. Robert Waterton, visited the City Council and suggested to several of its members the importance of providing some practical and systematic method of rescuing from a life of degradation and vice the vagrant and poverty-stricken children of the city, who stroll in the streets, and subsist chiefly by begging and pilfering.

The Council regarded the suggestions of these gentlemen as important, and requested Mr. Foote to address them, detailing his views in reference to the expediency of establishing an industrial school, which he did; and so well convinced was the Council by his able and philanthropic remarks, of the necessity of making some special provision for this class of unfortunate children, that they at once appointed a Select Committee, consisting of H. Rice, T. S. Paddock and Eathan Rogers, to confer with leading citizens and report what should be done, and how it should be done.

At the next meeting of the Council the Committee made the following report:

"In the opinion of your Committee, the time has come when the city ought to make some special provision for improving the unfortunate condition of the neglected and vagrant children of the city, who never attend our Common Schools, and in reference to whose welfare nobody seems to take any particular interest.

"It is pretty well ascertained that there are, at this time, from two to three hundred of these destitute and neglected children, between six and fifteen years of age, who are scattered throughout the city, spending their time in idleness, or in begging, and who, if not already vicious in their habits, are exposed to temptations and to the contraction of vices of the most dangerous and degrading character. They are subject to no proper control or wholesome moral influences. Their abject condition has the effect to exclude them from our Common Schools, and to make them feel that they belong to a degraded class. What they most need, is the extension of a friendly hand to guide and direct them, and to supply their physical wants. They need instruction. Their *heads, hearts, and hands*, should be educated. Their present habits should be changed, and their physical sufferings relieved. In short, they should be reclaimed. In the judgement of your Committee, as a police measure, it is much cheaper, as well as much wiser, to *reclaim*, than to *punish*. But the question will be asked, how is this to be effected?

"It can be effected, in the opinion of your Committee, to a good extent at least, by establishing an Industrial School, and making it a part of our Common School System. Your Committee regard it as the duty of the City Government to take the lead in this matter, and test an experiment which has been found successful in eastern cities. Let the Champlain Street School House, which is central and unoccupied, be appointed to the purposes of an Industrial School. Employ a Superintendent possessing the peculiar qualifications required, whose heart is in the work, with such assistant teachers, as may be necessary to instruct in the branches of a common school education, and also in such industrial pursuits or arts as can be most successfully introduced into the school, as a part of its system of instruction. In regard to material which will be required in the industrial department, we doubt not but the benevolent and philanthropic citizens of Cleveland will cheerfully contribute the most that would be needed,

which, when wrought into useful articles by the children, could be appropriated to relieve their physical wants, or sold in market, and the proceeds applied in sustaining the School.

"Your Committee, therefore, recommend that an Industrial School be put into immediate operation, and that the Champlain Street School House be occupied for that purpose, under the direction of the Standing Committee on Schools; with authority to employ a suitable person as Superintendent, and such assistant teacher or teachers as may be required, and to make all needful rules and regulations for the government and management of the School, and also to procure fuel and other articles indispensable to the success of the School, and report quarterly the expenses and condition of the School to the City Council."

This report with the recommendations of the Committee was unanimously adopted by the Council, and the same Committee was authorized to put the School into immediate operation; which they did, by employing Rev. Robert Waterton as Superintendent, and his two daughters as teachers. The children were gathered into the School by the efforts of Mr. Waterton, who proceeded at once, personally, to solicit their attendance by promising them a daily dinner, articles of clothing, as rewards of good behavior, and interesting their parents, so far as he could, by describing to them the benefits they and their children would derive from the School. In this way the School was readily organized, consisting of fifty to seventy-five scholars. But such an assemblage of children was never before seen in Cleveland, apparently destitute of every thing—food—clothing—and all ideas of propriety and discipline. In a few days, however, order was established, not by coercion, but by the "law of kindness." The school has continued regularly to increase, and the average attendance now exceeds one hundred. The School has been in operation but a little more than four years, and the whole number of scholars enrolled during that period exceeds one thousand. It is now a matter of common remark, that since the establishment of this School but few children are found begging in the streets, and that much less petty thieving is now committed than formerly in the City. In these respects, the influence of the School has already achieved a great work—a decided moral revolution.

The course of instruction consists in teaching the children the

rudiments of a common school education in connection with some industrial art—such as needle-work, knitting, brush-making, picking oakum, &c., with moral and religious instruction. But no religious instruction of a sectional character is permitted. The school hours are about equally divided between books and labor. The experiment has already proved that study and labor combined secure a more rapid progress of the scholar than exclusive devotion to books. In addition to this, the system promotes physical development and establishes regular habits of industry. The child, thus schooled, is soon able to earn a livelihood, and is very likely to become a useful and virtuous citizen. We can but hope that industrial schools of this character will soon be established in all our large towns and cities. In Cleveland, we regard the Industrial School as a kind of “home missionary field,” in which there is a visible need of benevolent effort, and where charities, as every one may see, are judiciously and worthily bestowed.

Soon after the Industrial School was established, some of the leading citizens of Cleveland, with the approbation of the City Council, organized “the Industrial School and Children’s Aid Society,” with a view to concentrate charitable effort in support of the School. This Society commands public confidence, and solicits aid for the school, and is in fact the channel through which most of the donations from individuals and societies in neighboring towns are made. It is a valuable and efficient organization. The actual cost of maintaining the Industrial School per scholar is less than in the Common Schools, so far as relates to expenditure from the City Treasury; while scholars in the industrial schools are equally entitled to their proportion of the public school fund.

The cost of the school, its means of support, and its success may be readily estimated by referring to the following statement of its accounts for the year 1859:

Items of disbursement by the City Council—Dinners for scholars, \$327.58; cooking and baking, \$1.35; scrubbing and cleaning, (extra) \$33; salary of Superintendent and three female Teachers, \$1,299; total, \$1,794.58.

Items donated to the Children’s Aid Society for the School—Cash and goods on subscription last year, \$140; Citizens’ subscriptions in cash and goods this year, \$160; cash on Thanks-

giving Day, \$33; cash from societies and individuals in the country, \$137.48; earnings of 14 boys by brushmaking, \$244.97. Total, \$716.85.

Items disbursed by the Childrens' Aid Society—Two brush machines, \$53; repairs in shears, and stock for labor, \$30.98; calico, denim, cotton cloth, thread, needles and provisions, \$300.50; shoes, \$53.40; drayage and freight on boxes and parcels, \$18.80; boarding, washing, clothing and lodging, 41 homeless boys and girls, \$156.50; boarding, washing and clothing 14 brush-makers boys, \$250; expenses of taking 61 children to homes and service in the country, \$57; expenses at Atheneum for Thanksgiving, \$10; printing posters and handbills, \$10.35; bad bills and specie, \$5.33. Total, \$945.77.

Statistics—1859—Scholars enrolled during the year, 657; recommended to the City Common Schools, 10; taken to the State Reform Farm, 6; to places and homes in the country, 61; died during the year, 3; removed, gone to work, or left school, 210; on the roll-book—Winter Term—367; garments given to scholars for merit tickets, 2,896; to destitute scholars, 1,043; articles of cast-off clothing given to needy families, 130; quilts to needy families, 25; garments made by scholars in school, 837; quilts patched in small blocks by scholars in school, 4; oakum picked by small scholars, lbs., 350; brushes made in school by 14 boys, value, \$244.99. Total cost of each scholar to the Council for teaching and dinners, \$2.74; total cost for teaching each scholar, \$1.98; total cost of dining each scholar, \$0.76, for the year. The current expenses for the year 1859, paid by the Council on account of the school, was in all, \$1,794.58; the amount derived from charities and applied in addition to the sum paid by the Council was \$945.77—amounting in the aggregate to \$2,740.35, the cheapest school in the City, and one which has already achieved and incalculable amount of good in rescuing from a life of degradation and crime, a large number of unfortunate children.

The Industrial School Building has been so enlarged within the last ten years, as to furnish not only convenient rooms for the Superintendent and his family, who permanently reside in the Institution, but it also furnishes a large dormitory in which some dozen or fifteen homeless children are usually lodged, and a sick room, in which children needing medical aid or nursing, are pro-

vided for. These accommodations cost but little, yet are found to be very serviceable, and important in carrying out the system. The relation which the scholars sustain to the Superintendent and Matron, gives to the Institution the character of a household or family, in which the homeless and destitute are received and treated with parental care and kindness. In the domestic department of the Institution many of the older scholars, especially the girls, are in turn taught to do kitchen work, as a part of their educational course.

It is the object of this article simply to call public attention, in a plain matter of fact way, to the subject of Industrial Schools as peculiarly adapted to the wants of large towns and cities, and to exhibit the manner and means by which the experiment has so far proved successful in Cleveland. The moral need of such schools is too apparent to require argument. It may be asked by what legal authority may such schools be established? The City Council of Cleveland asked the same question, yet proceeded at once to establish an Industrial School, feeling confident that public sentiment would sustain them. It did sustain them. But to quiet doubt as to legal right, in the revision of the local school law of Cleveland, the following section was inserted:

"SEC. 11. It shall be lawful for the City Council to establish one or more Industrial Schools in said City, for the benefit of destitute and neglected children, and provide by ordinance for the course of instruction in the branches of common school education, and in the industrial arts and employments, which shall be taught and pursued therein, and for the support, management and government of such schools."

An exhibition of some of the scholars of the Cleveland Industrial School, showing their attainments, was recently made, under charge of the Superintendent, before the members of the Legislature in the Hall of Representatives at Columbus; and so highly pleased were the members with the exhibition and statements in regard to the management and success of the School, that they passed the next day a Joint Resolution expressing their approbation and commending to towns and cities the expediency of establishing Industrial Schools of a similar character, as an efficient mode of reclaiming vagrant and neglected children from debasing influences, and preparing them to become honest and industrious citizens.

ARITHMETIC.—METHOD OF CONDUCTING
RECITATIONS.

In the March number of the *Monthly*, I presented certain principles, which, in my judgment, should guide the Teacher of Arithmetic, and also promised an article which should contain practical suggestions upon the manner of putting these views in practice. I am aware that certain theorists think little of articles, popularly called *practical*. They want principles, theories, doctrines. They hold that if a man's views are correct his practice will correspond.

Now, it is one thing to have a clear conception of abstract principles, but quite another to conform to these principles in our daily practice. I have frequently conversed with Teachers whose ideas of education were comparatively clear and correct, and yet, in their actual school-work, they were sadly defective. This fact, however, by no means militates against the vital importance of correct views in the great work of education. For while correct principles may exist without a corresponding practice, correct practice never exists independent of true principles. It only shows that *both* are essential; that *art*, as well as science, is important.

The Teacher, therefore, should not only look well to his views of education, but he should strive to arrange his daily duties in strict conformity to them. It is presumed that two-thirds of the well informed Teachers of the State will assent to the positions taken in my former article, and yet one-half of them fail to comply with those views in their actual teaching. Nor is this result altogether strange; for teaching is really a complex and difficult art. The material upon which the Teacher works is comparatively subtle and unmanageable. The marble of the sculptor is passive and workable; so of the material in other arts. The Teacher on the contrary has to deal with the human soul which is at best *veiled*.

This fact, however, is no apology for a lifeless routine on the part of the teacher. The more difficult the task, the greater the

necessity of preparation and vigorous effort. No true Teacher will be content to settle down upon *petrified processes* based upon theories of education long since exploded.

THE OBJECT OF A RECITATION.—There are at least three results to be aimed at in conducting a recitation in Arithmetic :

1. To determine how well the lesson has been prepared by *each* scholar in the class.

2. To familiarize the processes and principles and their application in the solution of similar problems outside of the text-book used ; or, in short, *to drill*.

3. To elucidate such portions of the lesson as the scholar has been unable to master ; or, briefly, *to instruct*.

In well graded classes, the last of the above results is generally secured by a vigorous effort to accomplish the others ; for obscurity in the mind is best removed by its *own* efforts. What a scholar finds out for himself, he generally knows. The teacher may guide and shorten the steps, but the scholar must himself *climb* above all mental clouds. The teacher must hold the work over against the scholar for him to do, and the recitation must afford a rigid test as to the fact of its being done.

TEST OF STUDY.—No test of the amount of study bestowed upon a lesson, can be regarded as satisfactory, that does not reach all the members of a class at each recitation. To do this, require, in the first place, the *solutions of all problems in the lesson to be brought into the class upon slate or paper*. Commence the recitation by asking how many have the lesson *thus* prepared. To secure perfect honesty, pass rapidly around the class, examining each scholars work. This need not consume more than three minutes in a class of twenty scholars. Then, to encourage independence in study, require each scholar to state the number of examples upon which he received assistance. This will afford something of a test of the study given to the problems.

Then if there are tables, definitions, rules or principles to be recited (see March Article,) let this be now attended to. I never could do satisfactory work by having a part of the class solving problems and the other part reciting definitions, &c. *One kind of exercise at a time and the thoughts of the entire class upon that* is a safe motto.

USE OF THE BOARD.—The next step in the recitation test is to

ascertain whether each scholar can now resolve any problem assigned from the lesson, and give an intelligent explanation of the process. Let the solutions all be erased from the slates and papers be laid aside. If the black-board is sufficiently large, let the entire class pass to it and prepare the same by erasing all chalk marks, and, then, dividing it into equal spaces by vertical lines—each scholar drawing a line at his right. This should be done in large classes in a definite order.

Next, let the class be divided into three divisions, by commencing at the left and numbering thus :

1, 2, 3—1, 2, 3—1, 2, 3—1, 2, 3, &c.,
each scholar placing his number at the upper part of his space. No. 1 forms one division, No. 2 a second, and No. 3 a third—the members of the same division being separated by two scholars. To No. 1 is assigned one example; to No. 2 another, and a third to No. 3. In the first assignment, it is best to give the easiest or shortest solution to No. 1, so that this division may be ready first to explain. As soon as the scholars solve the problems assigned, they pass to their seats and attend to explanations. Some scholar in No. 1 explains and another example is assigned to this division which at once proceeds to solve it, and No. 2 explains. Another example is now assigned to No. 2, and No. 3 is called upon for explanations. In this manner the recitation proceeds until the time has expired.

The advantages of this mode of conducting a black-board exercise must be apparent. Each scholar must work independently, having no opportunity to copy, and a sufficient number of problems can be given to afford a competent test. With a little practice, the Teacher can easily observe the work upon three examples at the same time.

When the same example is assigned to an entire class, there is a strong temptation for one scholar to copy the work of another. Then, too, the number of examples solved is necessarily too limited to afford an adequate test. Certain difficult problems should engage of course the class as a whole or each division separately.

The objection to assigning a different example to each scholar is, in large classes especially, two-fold: The teacher cannot properly attend to so many solutions, and too many of the class

are idle, after working the first problems assigned, waiting for explanations. It avoids the difficulty of copying, but does not prevent a sufficient test otherwise.

If there is not sufficient black-board, a part of the class can work upon slates. It is not best to confine classes exclusively to the use of the board. In reviews, the slate is often preferable, the scholars rising to indicate success, or to explain.

NEATNESS AND RAPIDITY.—I call special attention to these items on account of their importance. I have often noticed the difference in teachers in securing system and care in the preparation of lessons—the classes of one presenting their work with scrupulous neatness and those of another with interminable confusion. Why this difference? It is due to their respective Teachers. Show your scholars how to arrange their work upon slate or black-board, and then, *see that it is properly done*. This will secure the result, without a doubt. Spasmodic lectures upon neatness and system will not answer.

I must here digress to add that there is entirely too much mere scribbling and haphazard pencilling in many of our schools. Written exercises in spelling, grammar, composition, &c., are too often prepared in utter contempt of neatness, correct use of capitals, &c. Strict attention to this matter on the part of the Teacher would be worth tenfold more to the majority of our scholars than the usual weekly (*weakly*) exercises in composition.

The same difference is noticable in the classes of different schools in the rapidity and accuracy of their work. The fact that scholars *must* work with dispatch has a wonderful influence upon their motions in the course of a few weeks.

The importance of rapidity in combining numbers is not sufficiently appreciated. Such skill is worth much, both to the scholar and to the accountant. The elementary processes to be of the greatest service must be at the fingers' ends. Then, too, the most rapid accountants are generally the most accurate.

To secure rapidity and accuracy, scholars must be advanced slowly. They must be kept sufficiently long upon a given rule (or subject) to become *familiar* with the process. A class should not only solve and resolve all the examples in a given article in the text-book used, but the teacher should present numerous *extra problems*, formed by him, or selected from other works. Such

problems are exceedingly valuable from the fact that the answer is not before the scholar. They should not only be assigned during the recitation but should be copied by the class and solved as a regular lesson. Nor is this enough.

SPECIAL EXAMINATIONS.—Scholars should be specially examined upon definite portions of the book before advancing to the succeeding. It has been my custom in Superintending schools and, also, in teaching my own classes, to mark certain points, beyond which classes could not advance until they had passed a satisfactory examination. I usually make about fifteen divisions in our common works on Arithmetic—Federal Money, Decimals, Proportion, &c., constituting each a division. I always subject my own classes and generally those of my assistants to a thorough *written* examination making the questions as fair a test as possible of the scholars accuracy and knowledge. My standard has been from 70 to 80 per cent for the entire class. I regard 70 a good per cent. if the questions are thorough and the answers are rigidly corrected.

The fact that a class has passed an examination upon a given portion of the book should not, however, excuse them from its review. Questions should be given almost daily recalling principles and processes back of their lessons.

Should any reader of this article conclude to try some of its suggestions, let him not expect to succeed at the first recitation, or the first week. Practice will enable classes to do with dispatch what they cannot accomplish at first. A definite system must be *persevered in* until it becomes a *habit* with the scholar. The Teacher must first have a clear and definite idea of *what* he wishes to do and *how* it can be done. Then, an earnest purpose to do it will bring success.

CHINESE SCHOOLMASTERS.—The income of a Chinese schoolmaster depends on the number of his pupils, but they must not exceed 20; because it is held that he could not attend to a greater number with the necessary care. Every boy is bound to give his teacher annually the following articles: Rice, 50 lb.; for extra provisions, 300; lamp oil, 1 catty ($1\frac{1}{2}$ lb.); lard, 1 catty; salt, 1 catty; tea, 1 catty; and besides, a sum of from \$1.25 to \$4.00, according to the boy's age and ability. The lessons are continued throughout the whole year, with only one month's holidays at the new year, when the engagement of the teacher always terminates, and a new contract must be made.—*All the Year Round*.

PRONOUNCING DICTIONARIES.

BY W. H. WELLS.

A writer in the April number of the *Monthly*, calls in question some of the positions of my article on Pronouncing Dictionaries in the *Monthly* for February. In replying to my reviewer, I desire first to express my obligation for the courteous tone of his remarks.

It will not, I think, be difficult to show, that the real points of difference between us lie back of the particular points which he has presented. I *assume* that teachers should introduce exercises in analyzing words—spelling them by their elementary sounds—in connection with reading, and devote so much attention to this subject, that pupils will be able to analyze any word that may occur in their reading lessons. If this position is *conceded*, then my argument respecting the word *vanity* still remains unanswered. A pupil is called on to analyze this word. When he reaches the second syllable, he is obliged to utter some definite sound; either *e* long, or *i* short, or *i* long. In his uncertainty, he turns to a dictionary that professes to be a guide in pronunciation, and finds it is no guide here. Most of the consonants have but one sound, and do not need to be noted; but not so with *i*. In observing the actual practice of teachers in analyzing the sounds of words, I have heard *i* in this class of syllables given both as *e* long and as *i* short; and about as often one way as the other. How much better that the cultivated ear of the lexicographer should decide which sound is to be preferred, and thus contribute to settle the usage of the language, than that different teachers should still be left to analyze by giving different sounds to the same vowel.

My reviewer's logic is certainly at fault, when he says, "each dictionary (Webster's and Worcester's) has a mark for the broad sound of *a*, which mark is wanting in the word *alternate*, and therefore it is *not* to be pronounced *aulternate*," He has precisely the same reason for saying, that each dictionary has marks for *all* the sounds of *a*, which marks are wanting in the word *alternate*, (except Worcester's mark of obscurity, which does not indicate quality,) and, therefore, the *a* in *alternate* is not sounded *at all*.

In colleges, this practice of spelling by sounds may be regarded

as comparatively unimportant; but in the common schools of the country, it is regarded by the best educators as essential to the highest degree of success in teaching clear and distinct enunciation in reading.

In pressing the claims of schools for an edition of both Webster and Worcester, which will be a guide in conducting this important exercise, my only desire has been to aid in removing some of the difficulties which are now experienced; and I have already received letters from leading educators in fifteen different States, expressing an unqualified approval of the views which I have presented in the *Monthly*, and in a previous article on the same subject, published in the *New York World*.

My reviewer has himself done good service in elevating the standard of instruction in our higher institutions of learning; and it is to be hoped that he will not now use his influence to obstruct the efforts of those who are laboring for the same object in schools of a lower grade.

From the *Massachusetts Teacher*.

OLD FOGY TEACHERS.

Now do not think, elder brother, as you catch the above title through your spectacles, that it necessarily has any reference to you; nor, younger brother, must you conclude that it does *not* refer to you. Old Fogysm is certainly more becoming to the aged than to the young. A gray beard gives it an air of respectability. The most headlong are willing to stop and take off their hats to it. But still, it does sometimes lurk behind a downy moustache, and ridiculous as it then appears, will sometimes persist in showing itself. Be assured, also, patrons of the *Massachusetts Teacher*, that our title has not the remotest allusion to you. The genus does not take kindly to educational periodicals, and it is not at all represented upon our subscription list.

Before describing the various species, let us indicate the general characteristics of the class. And here it matters not whether we generalize from the fossilized specimens that have been dug out of the older educational strata, or from the more recent ones that are quietly becoming embedded in our own. They resemble each other so closely that the most practiced eye, with all the aids of modern science, can detect no difference. A certain fixedness, a wisdom of look, an air of conscious gravity, are the characteristic marks. They are endowed with the power of motion, but only in certain directions; back and forth, like the pendulum of a

clock, or round and round, like a horse in a mill. The mere attempt to move them in a new direction, or push them a little farther ahead, is accompanied with so much friction that it throws them into convulsions. These characteristics are somewhat modified by temperament and education, and thus are produced the different varieties so familiar to every one's experience.

First, the *crusty old foggy*. He is generally advanced in years; commenced with little capital; has not increased it, and is utterly unable to meet the demands which the age makes upon him; and yet he is surrounded by certain restless fellows, who, instead of commiserating his condition, seemed determined to lay upon him additional burdens. He utters his solemn warnings in most lugubrious tones; but they effect nothing, and so he frets and growls. They have a story "down east" of a man of a progressive spirit, somewhere up the Kennebec, who had been to Skowhegan and Waterville, and expressed his determination "to see Augusta before he died." We warrant one of these old fogies remonstrated with him against such foolhardiness, and solemnly assured him that the Kennebec did not flow beyond Skowhegan. The last time we met one of the sort was at a school festival. His was the only gloomy face among all those happy, shining ones, and he could see only ill results from such attempts to gratify the children.

There is a younger class, who, having just obtained a few ideas, and gained some knowledge of certain methods, imagine that they know about all that is worth knowing. Experience would teach them better, had they not that unfortunate tendency of mind which exalts into the utmost importance everything that belongs to itself, and despises whatever proceeds from others. Buy them at the public estimation of their worth, sell them at their own, and there would be a large margin for profit. There is but little hope for them; they will certainly grow up into the crusty class described above, unless killed off in the process, which generally happens in nine cases out of ten.

Then there is the *aristocratic old foggy*. He is of pure blood; has not come into the profession through any gap in the hedge; has travelled along the regular highway, with guide-book in hand, searching out every ancient landmark, and drinking long and deep from every ancient spring. What fellowship has he with the little upstarts about him, who pretend to belong to the same profession? He is enough in himself; does not have to go out on the street to look up capital. He laughs at Teachers' Associations, Periodicals, and the like. They are only for mutual admirationists and ignor-amuses. And so he lives along in full faith that the educational stream is running with such force into his mill that there is little left to turn other mills.

Last comes the best of the class, the *good-natured old foggy*. He owns right up to his position; says he is an "old foggy;" takes

comfort in it; and does much to soothe his irritable brothers. He is not at all troubled by the progressionists; bids them go on; laughs at their zeal; and confidently expects to see them made so much wiser by experience as, by-and-by, to be able to appreciate his serene and comfortable state. He is always tolerating and genial. His arrows are never poisoned, and are well aimed. Those who see but little of him generally fail to recognize him as an old foggy; but a closer acquaintance always reveals the characteristics of the class, though softened by his geniality of temper.

Old fogies must not be too much maligned. They are for the most part very respectable and quite useful. They are like the stones which the farmer sometimes puts upon his harrow, making it harder for the willing animals to draw, but sticking the teeth deeper, and causing the work to be more thoroughly done. A genuine aristocratic old foggy, who is educated up to the position he claims, wins our respect. We cannot help wishing him more sympathetic and more willing to impart his light; but we try to be satisfied that we are permitted to walk in the shadow of his dignity. For the fun-loving, amiable old foggy, we confess a strong love, though we do sometimes want to shake him out of his boots. All sorts of men are needed, and, one way or another, all aid in working out the general result.

THE SPHERE OF THE EMOTIONS IN EDUCATION.

E. P. PRATT, D. D.

Cicero says that all kinds of knowledge are useful to the orator; the same may be said of the teacher. He cannot know too much if he knows it aright, and knows how to use it. Especially it is important that he have a familiar acquaintance with the science of mind. The mind is the material upon which he is to work, and also the instrument with which he is to work it. The sculptor and lapidary must be acquainted with the kind of stone upon which they are to work, and the tools with which they work. Without this they may spoil a precious stone, and fail to make the marble speak. The carpenter and cabinet maker must understand the different kinds of wood to which they apply the axe and the plane. The successful agriculturalist must be familiar with the various kinds of soil, and the plants and trees best adapted to each. The stock grower must have an acquaintance with the various kinds of animals if he would succeed in bringing them to a high state of perfection. In none of these branches of business can ignorance compete with knowledge. No art can be

perfected without science; and yet many engage in the art of teaching—the highest and most divine art in the universe, without any acquaintance with the science of teaching—without ever having read a word on the subject with no knowledge of the philosophy of the human mind—ignorant alike of their own mental powers, and those of their pupils; and so contented to remain ignorant, that they will not even take and read an *Educational Journal*. I am happy to believe that a great change for the better has taken place in this particular, within the last few years; but there is still room for improvement. If “the proper study of mankind is man,” this is pre-eminently true of the teacher. He should be thoroughly acquainted with both the physical and mental powers. He should be familiar with the physiology of the human system; should know something of the bones and muscles, and nerves, and vital organs of those restless beings that daily come under his eye. He should also be acquainted with the various mental powers that are to be developed by his skill; and understand the laws of their development, and their mutual relations to each other.

The powers of the mind may be brought under three classes—the intellections, emotions and will—the knowing powers, the feeling powers and the executive powers. It is generally supposed that the teacher has mainly to do with the first class. This is a great mistake. *Education* is more than *instruction*. The whole man is to be *educated*—the intellect alone to be *instructed*. To impart truth to the intellect is an important part of the teacher's work; and not only to impart truth, but so to train the intellect that it will acquire truth for itself. To cultivate the heart is still more important—to cherish all high and noble aspirations, and to repress all base passions and emotions—to call forth respect and reverence for the great and good, admiration and love for the beautiful and true, and intense devotion to the just and right.

But the intellect and emotions both wait on the will. They are not ends, but means to an end, even right willing. Men must think right, and feel right, and act right, to fulfil their high destiny. Right thoughts, and right feelings, are in order to right actions. Right choices, right volitions, right actions are the chief end. These, form right habits and right character; make man useful and happy during his entire being. Now the emotions oc-

cupy a very important sphere in this whole process. They are acted on through the intellect, but they also react upon the intellect in a most powerful manner. The reflex influence of the emotions upon the intellect is a subject but seldom discussed and little understood. Truth is the grand instrument for guiding the intellect, cultivating the heart, and controlling the will; but truth must be clearly perceived, deeply impressed, and permanently retained in order to have its proper influence upon the man. Who is not familiar with the fact that the same truth produces very different impressions and effects upon the same mind at different times, and upon different minds at the same time. The truth being the same, the different results must arise from the different states of the mind. If the mind be dull and sluggish, the truth will produce little or no impression, the mind will get no clear, well defined conception of it, and it will soon be forgotten. Those beautiful impressions of ferns, and shell, and fishes, found imbedded in the rocks, were made when those rocks were soft and plastic as clay, and they have remained there for untold centuries. Other impressions were doubtless made, but when the rock was not in a right state to receive them, and they have been obliterated. Now the intellect must be prepared through the emotions for the right reception of truth. All the powers of the mind act sympathetically upon each other. When the feelings are greatly aroused, an event or a truth makes a deep and lasting impression; and this is true in a greater or less degree, no matter what the class of feelings may be. Niagara excites feelings of the beautiful, the grand and the sublime, and its image daguerreotypes itself upon the mind forever. You have met with a narrow escape from death by drowning, or by fire, or a railroad accident, and all the circumstances are indelibly impressed upon your memory. You have seen some rare painting or statuary, or listened to an exquisite piece of music, and the impression has haunted you for days, and remained "a joy forever." Such facts are innumerable, and all are familiar with them. Their explanation is that the emotions being aroused, quicken the powers of the intellect to the closest attention. Some speakers will fix indelibly the truths they utter in your minds, while others will leave no impression whatever. One has clear ideas, and striking illustrations, and exhibits feeling and interest in his subject, while the other is

the reverse of all this. Let the teacher then who would be successful, adopt such a course as will interest the feelings of his scholars. To do this, you must understand the subject clearly and fully yourself. Let your ideas be not like base relief, but stand out like statuary, so that you can see all around them. If you have clear conceptions yourself, you can make them clear to others. *Be full of your subject.* You may tap a full cask any where and the liquid will run. When there is a full reservoir of oil in the rocks, it will burst up without pumping. Be enthusiastic in whatever branch you teach. Always know more than your scholars, and more than the text-book. Use no book in recitation, but be a book yourself. Cultivate a love for your profession. Do not teach simply to get a living, as an Irishman breaks rock on the turnpike. Be an inspirer of youth in a love for all that is beautiful and true, and right and good. Be what you would have your scholars be. Never attempt to teach when you are half asleep, or when your class is in the same drowsy condition. Better lay down your book and go out and take a game of ball, or exercise in the gymnasium, or run a foot race with your scholars, and then when all aglow with life and energy, return to the recitation. Wake up your scholars in some way. Dr. McGuffy used to say if he could not rouse a sluggish boy in any other way, he would make him mad. You cannot make impressions upon cold wax or solid rock.

I have no room to consider the relation of the emotions to the will. This is an interesting theme for reflection. We never act without feeling. The emotions are the steam power of the soul. Let the whole man be regarded in education, body, intellect, emotions, and will.

PORTSMOUTH, O., April 12th, 1861.

Gold is tried by the touchstone, and men are tried by gold.—
CHILIS.

Take more pains to correct the blemishes of the mind than those of the face.—THALES.

Who dares think one thing and another tell my heart detests him as the gates of hell.—HOMER.

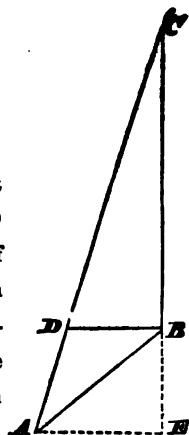
Mathematical Department.

W. D. HENKLE, EDITOR, LEBANON, OHIO.

PRIZE SOLUTION.—By JAS. H. REYNOLDS.

PROBLEM.—A tree 150 feet high, standing on a hill, breaks off, leaving the broken piece still attached to the remaining part, so that the top strikes 35 feet down the hill, and the horizontal distance from the foot of the tree to the broken piece is 20 feet. Where did the tree break?

Let CB in the figure represent the part of the tree left standing after it was broken, and AC the broken part; BD will then represent the horizontal distance from the foot of the tree to the broken piece, and BA the distance down the hill where the top of the tree struck. Draw AE parallel to BD and produce BC until it cuts AE in E . We then have two right angled triangles, with the common angle C .



Let $x = CB$; $z = BE$; $y = AE$; and $150 - x = AC$.

Then $y^2 + z^2 = (35)^2$ (1); $x : 20 :: x + z : y$ (2).

And $(150 - x)^2 = (x + z)^2 + y^2$, (3). From (2) we have $y = 20 \left(\frac{x + z}{x} \right)$ (4).

From (3) $z = \frac{21275 - 300x}{2x}$ (5). Substitute (4) and (5) in (1), and we have

the following equation :

$$20 \left(\frac{2x^2 + 21275 - 300x}{2x^2} \right)^2 + \left(\frac{21275 - 300x}{2x} \right)^2 = (35)^2.$$

Reducing we have the following Biquadratic Equation :

$3468x^2 - 529800x^3 + 20906625x^2 - 204240000x + 7242010000 = 0$. Whence by Moll's General Root Theorem, we have the value of x , 61.81327043 +.

SECOND PRIZE SOLUTION.—By A. P. MORGAN.

The conditions of the problem give the triangle ABC ; in which $AC + B$
 $C = 150$ $BD = 20$, and $AB = 35$. Put $BC = x$ and $EB = y$.

Then $A E = \sqrt{1225 - y^2}$ and $C D = \sqrt{400 + x^2}$.

By similar triangles,

$$x : 20 :: x + y : \sqrt{1225 - y^2} \text{ (A) ;}$$

$$x : \sqrt{400 + x^2} :: x + y : 150 - x \text{ (B).}$$

From proportion (A) we have

$$1225x^2 - x^2y^2 - 400(x + y)^2 = 0 \text{ (1).}$$

From proportion (B) we have

$$22500x^2 - 300x^3 - 2x^3y - x^2y^2 - 400(x + y)^2 = 0 \text{ (2).}$$

$$21275x^2 - 300x^3 - 2x^3y = 0 \text{ (3) = (2) - (1).}$$

Whence $y = \frac{21275 - 300x}{2x}$. Substitute this value of y in equation (1), and after reducing these results we have

$3468x^4 - 529800x^3 + 20906625x^2 - 204240000x + 7242010000 = 0$ whence by Horner's method, $x = 61.81327043$.

These solutions are about equally meritorious. We suppose that this is the reason that Mr. Vincent has decided to admit both. What the second prize is we have not learned. Reynolds resides in Monroe, Michigan, and is said to be but sixteen years of age. Morgan is a very promising young teacher of Dayton.

From the number of ridiculous solutions sent to this problem, we judge that accurate mathematical knowledge is not so common among our readers that there is any danger of its value being lessened by the supply's exceeding the demand.

All inquiries about the prizes should be directed to Mr. Judson Vincent, Summerfield, Michigan.

FANCY TITLES FOR BOOKS.—In the year 1831 Hood became acquainted with the late Duke of Devonshire, who appears to have been a kind and useful friend to the poet all through his life, and to his family after death. At the Duke's request, he sent a list of book-titles for what is called a "blind door" in the library at Chatsworth, and nothing can surpass the wit and humor of some of these productions. For instance: "Dante's Inferno, or Description of Van Demon's Land;" "Ye Devil on Two Styx (black letter);" "Lamb's Recollections of Suet;" "Lamb on the Death of Wolfe;" "Plurality of Livings, with regard to the Common Cat;" "On Trial by Jury, with Remarkable Packing Cases;" "Boyle on Steam;" "Blain on Equestrian Burglary; or, the Breaking-in of Horses;" "John Knox on Death's Door;" "On the Site of Tully's Offices;" "The Rape of the Lock, with Bramah's Notes;" "Peel on Bell's System;" Johnson's Contradictory;" "Life of Jack Ketch, with Cuts of his Own Execution;" "Cursory Remarks upon Swearing;" "Recollections of Bannister, by Lord Stair;" "Ude's Tables of Interest;" "Cook's Specimens of the Sandwich Tongue;" "In-i-go on Secret Entrances," etc.

Poetry.

PEN-PICTURES OF THE GREEK BARDS.

In place of our usual page of original poetry, we present to our readers two exquisite pen-pictures of the old Greek Bards—selected from *Cleveland's Compendium of Classical Literature*.

NIGHT SCENE.

The troops exulting sat around,
And beaming fires illumined all the ground.
As when the moon, refulgent lamp of night!
O'er heaven's clear azure spreads her sacred light,
When not a breath disturbs the deep serene,
And not a cloud o'ercasts the solemn scene;
Around her throne the vivid planets roll,
And stars unnumber'd gild the glowing pole,
O'er the dark trees a yellower verdure shed,
And tip with silver every mountain's head;
Then shine the vales, the rocks in prospect rise,
A flood of glory bursts from all the skies:
The conscious swains, rejoicing in the sight,
Eye the blue vault, and bless the useful light.
So many flames before proud Ilium blaze,
And lighten glimmering Xanthus with their rays:
The long reflections of the distant fires,
Gleam on the walls, and tremble on the spires.

[*Homer's Iliad*, viii.—POPE.]

THE ROSE.

When, at the early glance of morn,
It sleeps upon the glittering thorn,
'Tis sweet to dare the tangled fence,
To cull the timid floweret thence,
And wipe with tender hand away—
The tear that on its blushes lay!
'Tis sweet to hold the infant stems,
Yet dropping with Aurora's gems.
And fresh inhale the spicy sighs
That from the weeping buds arise.

[*Anacreon*—Moore's Translation.]

Editorial Department.

INTRODUCTORY.—In making my editorial bow to the readers of the *Monthly*, I beg to be excused from attempting any show of excessive modesty, or from the raising of undue expectations by extravagant promises. My rashness could not be lessened by the one, nor my usefulness increased by the other.

I find myself, from some cause, seated upon the tripod of the *Monthly*. I am here to do what I can to awaken a deeper interest in the cause of education, to defend it, to the best of my ability, from all assaults, and to aid and cheer the Teacher in his arduous labors.

In the discharge of these high duties, I shall rely upon the riper experience of my worthy associate, Mr. Smyth—whose connection with the *Monthly* continues—and upon the scores of true men and women who have hitherto extended a generous patronage to this periodical. With such assistance, it is hoped that the *Monthly* may maintain its good reputation, widen its sphere of influence and deepen its hold upon the confidence and good will of the educators of the State.

I believe I have but one hobby to ride, and that is to make the *Monthly* bear, even more directly than heretofore, upon the every day work of the Teachers of all grades of Schools—from the College to the Primary or District Schools. As it seems to me, the great work now before the Educators of Ohio is to improve the instruction of our Schools.

The only further assurance I have to give is this: The business department of the *Monthly* shall be attended to with promptness and accuracy. One of the surest means of destroying the success of any enterprise is to neglect its business. This is as true, I take it, in conducting a journal as in managing a railroad.

Now, my reader, permit me to assume the "we" of our future editorials by whispering in your ear one personal suggestion: *We have new subscription books and they are not quite full.* Do you understand? E. E. WHITE.

CLEVELAND INDUSTRIAL SCHOOL.—We call special attention to the history of this Institution by the Hon. Harvey Rice. Mr. Rice, as most of our readers are aware, not only reported our State School Law, but was also the first to introduce the "Reform School" project into our Legislature, which resulted in the establishment of that model reformatory institution, popularly called the "State Farm." We earnestly hope that other cities may follow the example of Cleveland, and make the Industrial School a part of their School System.

IN LUCK.—We commenced our present number with a good deal of uneasiness as to our limited resources. One excellent article after another dropped opportunely into our drawer, until our pages were filled, and our hearts overflowing. "Conversations with an Old School Master," by Robert Allyn, is in type. Its length and the late date of reception necessarily put it over to the June number. It will keep. The Prize Essay on the Use of the Dictionary in the School Room will also appear in the next number.

A FEW HINTS TO EXAMINERS.—The School Law places a Board of Examiners at the door of every public school-room in the State to guard our children against the influence and instructions of incompetent and ignorant teachers. These Examiners are the sentry of our school system.

The law assumes that a teacher requires peculiar qualifications for the proper discharge of his high duties. It fixes a standard of preparation which it imperatively demands. It stipulates that no person shall be employed as a teacher in any primary school (however humble), unless such person shall be of "good moral character" and "qualified to teach orthography, reading, writing, arithmetic, geography and English grammar," and that the fact of such qualifications shall be certified to by competent persons appointed for the purpose. Not a dollar can be drawn from the School Fund, sacredly set apart by the State for the right education of its future citizens, except by teachers duly "*qualified*."

All this clearly indicates that a grave responsibility rests upon our Boards of Examiners and the right discharge of their duties is of great moment. Their influence in raising the standard of qualifications among Teachers and in elevating the character of school instruction may be second to no other. When improperly administered, no other agency can so certainly sap the vitality from our school system and defeat the very object for which it was created, as the office of Examiner. Hence, it follows that no other officers connected with our schools need more practical wisdom and sound discretion, a more ardent devotion to the cause of popular education or a clearer conception of their duty.

It is believed that no feature of our present school law has worked more efficiently, on the whole, than that organizing County Boards of School Examiners. One strong evidence of this lies in the marked change in the qualifications of the persons appointed to that office. The names of all the Examiners of the State, now before me, reveals the encouraging fact that of the two hundred and sixty-four County Examiners' *one hundred and twenty*, or nearly one-half, are *Teachers*. About one-half of the remainder are clergymen and other active public school men. The statistics furnished by these Boards indicate that they are, on the whole, performing their duties in a commendable manner. In some instances, the record reveals a different result. Presuming that all our Examining Boards earnestly desire to do their duty in such a manner as to contribute to the prosperity of our School System, we propose to offer a few hints for their consideration based upon our own experience.

1. *Examiners should have a settled policy.*—This is necessary that their action may be uniform and just to all. Questions relating to the best mode of conducting examinations, the true standard of scholarship essential to a teacher's being legally qualified, and other matters connected with the performance of their duties, should be discussed at a private meeting, called for the purpose, and definitely *settled*. When a course which is believed to be proper and practicable is once decided upon, it should be consistently adhered to in all cases. The question as to who may or may not be the friends of the applicant, and other irrelevant considerations should

be brushed aside. With such matters, the examiner has nothing to do. Has the applicant the qualifications required by the statute? This is the simple question.

2. *The examination should be an actual test of scholarship.*—While it is true that a good scholar is not necessarily a good teacher, it is also true that a clear knowledge of the subject taught is an *essential* qualification of a successful teacher. A person may listen to *memoriter*, parrot-like performances, on the part of scholars, with book in hand, and be actually ignorant of the subject recited; but to *teach* any branch of study requires a knowledge of that subject on the part of the teacher. Hence, to test the scholarship of the applicant in the several branches named in the statute must be the prime object of the examination. The import of a legal certificate, as we understand it, is this: The Board certifies that the scholarship of the applicant is sufficient to enable him to teach the subjects named. It has no limitation to a "backward school," or small "Deestrick." Neither does it embrace all qualifications requisite for successful teaching. We are aware that a different view from the above has been strongly urged; that it has been claimed that the examiner must certify to *all* qualifications essential not only to teach the branches named, but to properly manage a school. Various modes of examination have been proposed to test these qualifications. We regard them all as impracticable and visionary. Even in reference to moral character, the Examiners must depend upon the recommendations of others or upon their personal acquaintance with the applicant. By scholarship, however, as above used, we do not mean mere memory knowledge. We include mental discipline in the term. Hence, questions relating exclusively to mere facts which can be stated in the language of common text-books, furnish no adequate test of a teacher's scholarship.

3. *The examination should be conducted, in part, by written or printed questions.*—The school law provides that the examination of teachers shall occur at regular meetings held for the purpose. This provision necessitates the examination of applicants in *classes*, and to avoid too frequent meetings and unnecessary expense, these classes must often be large. Now we have never yet seen a large class of teachers examined *orally* with any certainty of results. There are usually three classes of applicants to be decided upon—good, bad, and indifferent. The first two classes may be selected readily by an oral test. But this is, by no means, the most difficult part of the examiners duty. In deciding upon the merits of the third class is the trouble. It is easy to separate extremes, but there must always be "Border States" between which a line is not so easily run. We have not space to specify the objections to an exclusive oral test in such cases. We can only say that our own experience has "ruled it out." We would not recommend an exclusive use of written questions. The examination in reading, always important, should be accompanied with oral questions upon grammar, definitions, elementary sounds, etc.

In order that an examination by written or printed questions may be reliable, certain conditions must be carefully observed.

Those questions should be selected which relate to principles and facts *essential* to a proper knowledge of the subject.

It is very easy for an examiner to ask scores of questions, either isolated or containing catches and puzzles, upon the non-answer of which nothing depends really determinate as to the applicant's scholarship.

We have looked over a number of sets of questions used by different Boards of Examiners. In some few instances, we were unable to see any adequate test of "qualifications to teach" involved in their answers.

The questions selected should be properly *graded*, relating chiefly to that portion of each study upon which instruction should be given in our Common Schools. In Arithmetic, for example, they should test the applicant's acquaintance with elementary principles and processes, including Common and Decimal Fractions, and Ratio. To present ten problems, more than half of which relate to Percentage, Progressions, Cube and Square Root, and Mensuration is to make a mistake, in our judgment. Equally unwise is it to present problems which involve long and wearisome processes in their solutions. The time of the applicant can be much better employed than in making a multitude of figures.

Inasmuch as great attention, especially in our primary and common district schools should be given to the elements of our language, including the alphabet, sounds of letters, accent, syllabication, etc., questions should be presented upon these subjects. It is to be feared that the omission of these rudiments in our examinations has done much to divert the instruction of our schools from them.

Further, the applicants should be so seated and such rules prescribed as to prevent communications, the copying of answers, passing of papers, or other collusions between them.

This is a vital matter. No reliance can be placed upon results, unless absolute *independence* of work is secured. The answers of the applicant must decide his qualifications, and not that of his neighbor. We fear there is more collusion in our Examinations than is supposed. Mere rules will not answer. The vigilant eye of the Examiner must put an effectual bar to it. Nor is this enough.

The time of presenting the different sets of questions should be so arranged as to prevent the getting of assistance *outside* of the examination room. It is very difficult for applicants, many of them quite unfitted for mental labor, to write answers to three or four sets of questions (usually ten in each) at one sitting.

Series of questions only partially completed before the recess are, of course, useless *after*. It is an easy matter for applicants during the noon recess, by means of books or otherwise, to post themselves on particular questions so as to pass the ordeal.

Our experience commends the plan of presenting only one set of questions, say in Arithmetic, before the recess. All the applicants can complete them and afford the Examiners an opportunity to examine the class orally in reading, etc. Should any prefer to complete their work before leaving the room, the other sets of questions can be presented to them

after the others have left. They should not, however, be excused until *all* the others have returned. In this manner all possibility of special cramming or collusion may be prevented. We write earnestly in this matter because we know from our own observation, that the written mode of examining is thus liable to serious abuse.

We have thrown out these hints with a hope to aid in rendering the examination of teachers in the several counties of the State more efficient and reliable.

In fixing the standard of qualifications, Examiners must, of course, be influenced, to some extent, by the general *status* of education in the county. It is always better to begin low and gradually raise the standard, than to attempt a sudden reform. The fact that a Board is rejecting a majority of the applicants is no certain evidence that it is doing a good work. Much more depends upon the completeness of the test and the reliability of results than upon spasmodic effort.

HALF MILL SCHOOL TAX—A NEW MOVE.—At the last session of the Legislature, a bill was introduced into the House by Hon. J. F. Wright of Hamilton, amending Section 63 of the School Law so as to provide for the distribution of the School Fund *in the Counties where raised.* The bill was for the benefit of Hamilton, Onyiahoga, and a few other wealthy Counties, whose school tax exceeds the actual expenditures from the same within their limits. The opposition to the bill was so great that it was at once referred to its author as a Select Committee of one. At the present session, the bill was reported back to the House, so amended, however, as *to abandon entirely* the proposed change in the mode of distribution, substituting in its stead a reduction of the State Tax of one and a half mills *to a half mill.* Why this radical change in the original bill?

In his remarks upon the bill, Mr. Wright frankly tells us. He says there was but little hope of the bill's becoming a law in its original shape, and that in the opinion of a large number of our most able and distinguished jurists, a *State* school tax is a Constitutional necessity. He claims for the new bill that it recognizes the constitutional requirement, and, at the same time, lifts *two-thirds* of the burden, now borne, from the oppressed counties. Thus, the bill proposes to do *indirectly* what it was impossible to accomplish directly by the original bill. The new bill was expected to pass by uniting three classes of members in its support. 1. The members of the "oppressed" counties. 2. The anti-school men *per se.* 3. The *quasi* school men who believe in common schools of the ancient sort, without any such "excrescences" as High Schools, Industrial Schools, School Superintendents, School Examiners and a State Commissioner.

Mr. Wright, the author of the bill, was formerly Superintendent of the Public Schools of Mt. Pleasant, Hamilton County, which position he resigned, we believe, on account of ill-health. Mr. W. is a gentleman and a scholar, and claims to be a devoted friend of Common Schools. His speech, already alluded to, has been published at the request of sixteen other members of the House, and is being scattered broad-cast over the

State to prepare the public mind for a *renewed* effort to pass the bill at a future day. It is a specious argument, presented evidently in good faith and with great earnestness. We are only surprised that the entire worthlessness of the Table, quoted from the School Commissioner's Report, and showing the cost of education in the different Counties of the State, as a *basis* for his argument was not more apparent.

The main position taken in the speech is that the whole duty of the *State* in regard to Schools is comprised in an act providing by law for a system of free schools; that the levying of taxes for the support of schools and their entire management should be left to the people in their *local* jurisdictions. The objection urged against a State tax is based upon the unequal distribution of the School Fund, the wealthier counties being "oppressed" to educate the children in those of "less wealth and greater relative enumeration of youth of school age." Great stress is laid on the *injustice* and *oppression* of this feature.

Now, this objection if well taken against a *State* tax, proves the injustice of *any school tax whatever*. For if the School tax should be levied and used by the several counties, the wealthier *townships* would be taxed to educate the relatively more numerous children of those less wealthy. This, according to the logic of the member from Hamilton, would be intolerable "injustice." The same would be true if the school tax was made a city or township matter. The wealthier *wards* and *districts* would be oppressed and burdened for the support of schools in the less wealthy. In Cleveland, to our personal knowledge, the injustice to the wealthy wards would be even greater than that now endured by the "oppressed" counties. Nor can we stop here. An inexorable logic takes us one step further. This kind of justice demands that the wealthier parts of the *same* ward or district be not taxed and burdened for the benefit of the poorer parts, and finally that *wealthy men be relieved from the oppression of educating other people's children*. Hamilton County is no more oppressed by a *State* tax than N. Longworth, the millionaire, is by a *local* tax. This is the logical result of the entire argument. It aims a blow, unconsciously no doubt, at popular education.

The grand result in which the State is vitally interested is that *all* her future citizens, in whatever locality they may live, shall be prepared for the intelligent discharge of their duties. This she needs not only as a "police" measure, but as a means of growth in wealth, stability, and power. The truth is wealth is the child of education, dependent upon it for its value, and the means and implements by which it may be accumulated. Let all the school buildings in our noble State be rased to the ground and all influences flowing from them be forever destroyed and the consequent stagnation in business, the decrease in the value of real estate and all other kinds of property (save whiskey) would equal that of the "Rebel War" now upon us. It would be a lesson to capitalists so plain that he who runs could read, and *he who reads would run*. These facts show that the true theory of popular education is that the property of the State must educate the children of the State, *wherever they may be found*.

Monthly News.

REBELLION IN THE MOSELY SCHOOL, CHICAGO.—There has been "Secession" on a small scale in one of the Public Schools at Chicago. The cause seems to be about the same as that which has "fired the Southern heart," viz: a new Principal was appointed to rule over them. The Chicago Journal says:

The discipline of the school was reported to be in a wretched condition; scholars were allowed the largest liberties; the Principal refused to aid his teachers in preserving order; one of the lady teachers reported to the Board that the School Reports were altered and amended to give the Mosely School the first rank. All these reports and many others came to the Board of Education. The matter was investigated carefully, and the Board deeming them substantiated, held a special meeting on Tuesday evening and declared the office of Principal of the Mosely School, vacant.

Mr. Spofford, the Principal of the Foster school, in the southwestern part of the city, a very efficient teacher and disciplinarian, was requested by the Board to take charge of the school temporarily, and bring it to its proper discipline and standing. Accordingly, on the following morning, Mr. Spofford, accompanied by Mr. Wells, the Superintendent, and Mr. Sheahan, member of the Board and Visiting Committee of the school in question, made their appearance at the opening of school in the morning. Mr. Wells arose for the purpose of introducing Mr. Spofford to the school, when he was greeted with showers of hisses, and was unable to make himself audible above the tumult. Mr. Sheahan attempted the unpleasant task with the same result, being interrupted by hisses and groans for the Board of Education. Finding it impossible to accomplish any good by remaining, at the request of Mr. Spafford, they withdrew, leaving him alone to curb the unruly spirits.

TEACHER OF GYMNASISTICS.—Mr. C. S. Royce, who is now in Boston, learning how to develop muscles, will soon be ready to strengthen the sinews of Ohio Teachers. There seems to be some demand for physical power just now, and we predict for Mr. R. good patronage. We clip the following from Lewis New Gymnastics:

Among the gentlemen now in my gymnasium preparing to teach gymnastics as a profession, Charles S. Royce, of Norwalk, Ohio, is particularly promising.

His long experience as a teacher and lecturer, and his remarkable thoroughness as a pupil of the new modes of physical culture, combine to make me anticipate for him large usefulness.

I heartily congratulate the educators of Ohio that such an intelligent, genuine, earnest man, will inaugurate the new system in that State.

In a month or two Mr. Royce will return home with my "certificate" of complete preparation to teach the new gymnastics.

I now take the liberty to bespeak for him the most cordial patronage of the colleges, seminaries, institutes, and other educational establishments of Ohio.

IOWA ALL RIGHT.—We learn from the Iowa Instructor that the State has just passed through one of the most exciting school elections ever held. The vote in the rural districts was on the first Monday in March, and in the towns and cities on the second Monday. The "School Killers" were on hand to elect Directors

of their own numbers, but were met and very generally defeated by the friends of the schools. From all parts of the State comes up the news, "The Free School Ticket is triumphant." Good for Iowa!

"TEACHERS' HOME GUARD."—The male Teachers in the Cincinnati Public Schools have organized themselves into a Company under the above title. The lady Teachers, equally patriotic and brave, met on Saturday, the 20th inst., to unite in an effort to equip their brothers. We shall expect to hear a good report from the T. H. G. should occasion demand their services. A truer set of fellows never stepped to the tap of the drum.

PATRIOTIC.—Lorin Andrews, President of Kenyon College, and Jacob Ammen, Superintendent of Schools in Ripley, Ohio, have recruited Companies and tendered their services for the defense of their country. Captain Andrews is now (April 23) in Camp Jackson with a fine Company.

MUNIFICENT GIFTS.—William Brown, Esq., M. P., has erected a Free Public School Library and Museum, worth £40,000 and presented it to the City of Liverpool, England.

Wm. B. Astor of New York, has offered to give the Government four millions of dollars for its defense, and to take the loan of ten millions.

NEWELL'S PRIMARY INSTRUCTOR.—Lowell H. Smith sends us a description of this ingenious and useful apparatus, invented by Prof. J. B. Newell of Pittsburg. He says:

"It consists of a small box containing more than twelve hundred letters (Capital and Small) with a full set of punctuation marks. These letters are on small cubical blocks, which fit into grooves in the lid of the box in such a way as to enable the pupil to 'set up' any word he chooses."

SCHOOL REPORT.—We are indebted to Hon. J. D. Philbrick for a copy of the Report of Boston Schools for 1860. It is a neatly bound volume of nearly three hundred pages. It embraces matter of high interest to the friends of Education.

Mr. W. H. Wells, Superintendent of the Chicago Schools, will please accept our thanks for a copy of his Seventh Annual Report. Few documents of the kind better reward perusal.

CHANGES.—Robert McMillan, Superintendent of Schools at Salem, Columbiana County, Ohio, has tendered his resignation. The people of Salem evince great regret at his leaving a position he has so acceptably filled.

Rev. E. C. Bruce, Principal of the Union Schools at Ashtabula, has resigned. In view of the change the Telegraph says: "It is an easy thing to supply a principal, but the *right man* is not so easily found. Mr. Bruce is not only an experienced teacher, but he is a gentleman thoroughly educated and of unimpeachable moral and christian character."

Hon. D. REES, member of the House from Morrow County, having received an appointment as Clerk in the Patent Office at Washington, has resigned the Superintendency of the Cardington Union School. Mr. A. J. Blake of Portage has been appointed to fill the vacancy. Mr. B. is an experienced and *live* teacher. We shall expect to continue to hear good reports from Cardington.

NOTICES OF UNION SCHOOLS, SEMINARIES, ETC.

NORWALK.—The Report of the Committee appointed by the Board of Education to attend the examination of the Union Schools, speaks well of the evidence of improvement and progress during the term just closed. A marked change is noticed in attendance, &c. We should have been disappointed if we had heard anything *less* of Mr. Stevenson and his competent corps of assistants.

PAINESVILLE.—The Telegraph congratulates the citizens on the fact that their Schools bid fair to be unexcelled by any in the State. Mr. Oatman, the Superintendent, has thoroughly systematized the course of study pursued, and with the assistance of an able corps of teachers will make every effort necessary to raise the Public Schools to a high standard of excellence.

SIDNEY.—The Journal contains a statistical report of the Union Schools for the last two terms. The results attained, as indicated by their figures, are very creditable. Wm. H. Schnyler is Superintendent.

LONDON.—The Union School enrolled during the past term 210 scholars. Mr. J. D. Stine, the Principal, is doing a good work. He also remembers the Monthly in the discharge of his duty as one of the Board of Examiners.

XENIA.—The Public Schools of our sister city move right onward. They can not do otherwise so long as Mr. Twitchell is at the helm.

An efficient Superintendent is a prime necessity in a system of Schools, and that city trifles with its best interests that causes such a man to leave his post of duty.

LAKE ERIE FEMALE SEMINARY.—This Institution, located at Painesville, closed its winter term with every evidence of success. It is probably unsurpassed by any similar school in the West.

✂ Jno. S. Speer has opened a Classical School at Cambridge, Ohio.

✂ A Normal School will be opened at McConnellsville, on the 22d of July next, to continue six weeks, Wm. Bogle, Principal.

✂ Messrs. Baker and Ingersoll's Normal Academy of Music will commence its next session at Ashland, on the second Monday of July.

LEBANON NORMAL SCHOOL.—The five weeks' Institute of this School will commence July 8th.

Besides a full corps of competent Teachers, Mr. C. S. Royce is engaged to give instructions in Elocution, Phonography and Gymnastics. We learn that this School has enrolled 130 teachers as pupils during the present session. The Spring session commenced April 22d, and will continue eleven weeks.

The last number of the Athens Messenger contained more than a column of Educational matter. The efforts of the Board of Examiners to elevate the standard of scholarship among the teachers of Athens County, received special commendation. Education is a great interest and ought to receive more attention from the press.

LATE NEWS.—The Journal of Education published at Toronto, Canada, has the following item of *news*:

"The State of Ohio annually appropriates about \$81,000 to the purchase of School Apparatus and books for the School Libraries."

What is the matter up among the pines of Canada? Our noble Library Law has been dead more than a year. A slight effort was made in the present Legislature to resurrect it in towns and cities, but it wouldn't come forth.

ALWAYS GLAD TO SEE THE LIKE OF THEM.—Within the last few weeks we have been favored with calls from many of the prominent Teachers of the State. The countenances of Messrs. L. Andrews, Cowdery, Allyn, Tappan, Lynch, Howe, Leggett, Twitchell, L. H. Smith, McClenahan, Blake, Boyd, Mitchell and others have illumined our sanctum.

☞ The delay in getting out the present number is due to the rebels of Palmettodom. They have taken away our compositors as fast as we could engage them. Only one remains, and he looks patriotic; the rest stand by the Stars and Stripes. Success to the brave fellows!

While waiting for proof, we have moved our family to Columbus. After this we do not intend to be "behind time."

☞ Should any mistake occur in sending out our bills, we trust it will be excused. It will not be our fault.

☞ W. B. Smith & Co. keep their extensive series of popular School Books before our readers. Their works have an almost unparalleled sale.

☞ A. S. Barnes & Burr advertise their new works. We have not seen all of them; but judging from those we have seen, the National Series, is worthy of its name.

SHE RESTS FROM HER LABORS.—At a meeting of the Teachers of the Chillicothe Union School held on Friday, April 12th, the following resolutions were adopted:

WHEREAS, It has pleased our Heavenly Father to take from among us our friend and fellow-teacher, Miss Margaret Evans:

Resolved, That we bear witness to her deep interest in her rank, unbroken and undiverted to the last; to her faithful and self-sacrificing efforts to meet the full responsibilities of her position; to her intelligence in understanding, and her skill in securing, the real progress of her pupils; and, finally, to the cheering success which ever attended her labors.

Resolved, That we recognize in her departure, the loss to the community of an earnest woman, whose unresting and intelligent industry, whose cheerfulness and sincere goodness of spirit, gave the double blessing of profit and pleasure both to pupils and friends.

Resolved, That in this recognition of our own loss and of her character, we do express our sympathy with those pupils, whose class-room she does not enter again, and with those nearer ones at home, whose fireside circle she visits no more.

Resolved, That a copy of these resolutions be sent to the father of the deceased, and be published in the papers of this City and in the "Educational Monthly."

Official Department.

"OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, May 1, 1861.

The following questions have recently been addressed to this office:

The school in ——— are organized under the law for "schools in cities and towns," passed February 21, 1849. The Board established a rule that its President should have no vote, except in case of a tie.

Question: Is this rule in accordance with the Statute?

Answer: It is not. Section 4 of the act requires "that said directors, within ten days after their appointment, shall meet and organize by choosing from their number a President," etc. The President is not merely a presiding officer; he is an elected member of the Board. By accepting an office in the Board he forfeits no right previously possessed. His case is like that of the Speaker of the House of Representatives in our General Assembly. The House could not, lawfully, make a rule prohibiting him to vote. The Board would do well to repeal the rule, though the President is not bound by it in any case.

Section 10 of the School Law declares that a majority of the members of the Board of Education shall constitute a quorum for the transaction of business.

Question: Should the township clerk, who is clerk of the Board, be counted, in constituting a quorum?

Answer: As the clerk is not entitled to vote, he is not, *strictly speaking*, a member of the Board of Education; but rather the *clerk* of the Board. It is, therefore, my opinion that he should not be taken into account in deciding whether a quorum is present. It is true that the first clause of the first sentence of the section makes the township clerk a member of the Board; but the second clause so modifies the first as to justify the opinion which I have given. Our township clerks are, doubtless, among the most intelligent and competent members of our Board of Education, and I think it would be well if the law had entitled them to vote, thus putting them on an equality with the other members. But as the law is, they are like the clerks of Common Councils in our cities. I would not, however, be understood as saying that these clerks may not take part in the discussions which may arise in the Board. Whether the law entitles them to this privilege is a matter of some doubt. Still, it is both proper and important that Boards should avail themselves of the counsel which their clerks are competent to give. Furthermore, it is my opinion that they are so far members of Boards as to render it proper that they be appointed acting managers of schools for the townships.

Question: If neither the township Boards nor the local directors establish rules and regulations for the government of schools, have Teachers a right to make such rules and regulations?

Answer: Most certainly. It is not only their right, but also their duty. A school without any plan of government would be not only lawless, but useless.

ANSON SMYTH, Commissioner.

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CONVERSATIONS WITH AN OLD SCHOOL-MASTER.

BY ROBERT ALLYN.

METHOD IN RECITATIONS.—I met my friend, Erastus, again yesterday, and immediately called his attention to a fact that had been overlooked by us in our last conversation, namely, that, while we are looking at specific ends in our studies and teachings, we are in danger of making one-sided scholars. "For," said I, "is there not a tendency in all earnest devotedness to one trade or pursuit, to produce a habit very favorable to excellence in that special department, and just as unfavorable to another?"

"Partially so," said he, "though not entirely so. For example: If a man works at chopping wood, for a whole day in succession, he is acquiring a tendency which will unfit him for sawing. But we shall make a great mistake if we reason very strongly about our mental habits from our bodily ones. In most of the mental operations the whole mind works. While in many bodily labors only a small portion of the body works. Thus in sewing, the fingers, the hand and the arm alone really work. The rest of the body, saving the nerves of motion from the brain and the muscles of the shoulder and side, is almost passive. So in walking, the feet and legs are in motion and truly work; but the chest and the shoulders scarcely act at all. And the case is still more clearly one of entire inactivity when these motions of the body or these

exercises are of that habitual sort which come at length to be performed almost involuntarily. Not exactly so the mind. Its every power more readily sympathizes with all the others, and, when one works, all are more or less interested, and hence our great object in study is, to put the pupil upon such studies, and to compel him to work in such a way, as to employ the greatest number of the mental faculties, and that in such a thorough manner as shall give to them all, both agility and power of endurance."

"What do you mean?" said I.

"Why, simply that we want the whole mind and soul to work with vigor and precision, and thus to habituate itself to all such labors as it will be obliged, in future life, to perform. And hence it was that I said, probably the memory is better cultivated by paying no attention to it specially, but requiring it to work in gathering and retaining materials for the use of the other faculties. Just as the hand is made skilful, not so much by any manipulations specially designed to produce suppleness, as by patient attention to the various works which it ought to perform."

"Then," said I, "I am afraid that we teachers talk too much, and do not give our pupils opportunities enough to work for themselves."

"You are partly right and partly wrong," said he. "We do not always give our scholars chances enough for invention, comparison, thinking or judging, or indeed any thing but for memory. Yet I think, as you intended to be understood, you are more wrong than right. If the object of teaching is simply and solely to train and discipline the mind, to make it ready to do its own work and to do it rapidly, to go through a given course of calculating or thinking in a given way, then we certainly do talk too much by far. But if the young pupil needs information, then, probably, we do not talk too much nor enough. Almost all the facts that we acquire, in our older as well as in our younger days, we obtain by means of testimony; that is from reading books, or from conversation with our fellow men. And the young mind especially needs information as the basis for all its drills and disciplinary movements. Hence I hold that a teacher cannot communicate too much information to a scholar."

"Agreed," said I. "And there is Sam Panticost who is continually talking to his scholars, from morning till night, telling stories, answering questions, reading books, and giving new rules and explanations. Sam is right, then, is he?"

"You are sharp to-night," said he. "But Sam is not right; for he talks without method or aim. He never knows, when he goes to a recitation, what he is to do or say; and hence he never does the proper thing at the proper time. When he hears a class in geography, an accident may send him off to give you the history of any of the sciences, or a dissertation on war and architecture. A friend called at his school a week since, and gave me a little account of his operations. 'Tell me,' said I, 'for I'll warrant they were both useful and amusing.'"

"More amusing than useful, I imagine," said he. "Well, Sam was hearing a class in geography. Arabia was the first country of the lesson. And he asked one question. How is Arabia bounded? When the scholar could not bound it. Panticost remarked that 'its boundaries had always been quite indefinite, and indeed that it had never been really united under one nationality. Notwithstanding, its people, or peoples originating there, had exerted a large influence both upon the literary and political fortunes of the world.' 'For instance,' said he, 'by the people who roamed over the sands of Arabia, the greatest impetus was given to the science of mathematics, by the invention of the decimal notation.' He then went on to explain how the decimal ratio was a wonderful contrivance for saving mental labor, and how it would have been better, if they had struck upon the duodecimal system. All this was illustrated at the blackboard, but in a manner so loose and irregular, that the beauty, the force and information were completely lost. The geography lesson was interrupted and spoiled, the lecture on the decimal and duodecimal systems was bunglingly done and good for nothing; the whole time was thrown away; and finally the minds of the scholars were not in a condition to receive what was communicated, and all was lost. But the worst of it has not yet been stated. The whole school was compelled to listen to something novel and hence they could not study. So bad habits were formed and fixed upon the teacher and pupils, by failing to have a place for his work and to do the work at that time and place. Now some teachers are everlastingly talking to their pupils, but just in this random, slipshod, illogical way, without order and with worse than damage to everybody, who is obliged to hear."

"But this is very amusing to the classes," said I. "And he is

said to be always giving his scholars new facts, and he keeps them posted as to the news of the day."

"Very likely," said Erastus. "But he does not do anything for the sake of discipline. Every thing is thrown into heaps, or, as it is called when speaking of rubbish, it is "shot" out of his mind towards those of his pupils, as if the only purpose of knowledge or facts was to fill up a space which would be either empty or below the common level. And, as in cities, all manner of offal and rubbish is shot into such depressed places without order or care, and lies there steaming and fomenting, every fact which Sam finds, is shot without thought at his scholars. Sam has absolutely no system about his recitations. He does indeed have their time fixed and settled unalterably. But no pupil ever knows whether he will be called on to recite, or to hear a lecture on the most distant topic. As in the case named, in the hour for the geography recitation, he gave a lecture on the abstrusities of some parts of mathematics. On another occasion, when he ought to have given the class a drill on grammar, particularly on parsing according to the rules of syntax, he went on—lead away by a particular sentence that came up for analysis—to give a lecture on geology. I myself heard him once, in a class on chemistry, give a fine disquisition on disinterested benevolence."

"You are critical," said I. "Would you always have the teacher confine himself to the topic on hand and to say nothing else."

"Very nearly," said he. "At all events a teacher should be certain beforehand what course he is to take and how he will pursue it. For I do hold, that every recitation should consist of two parts—the book ideas, divisions and arrangements, and the teacher's comments and explanations. But all these must be made into one complete whole. Not be made to cross and derange and neutralize each other."

"You would insist on having a teacher closely confined to the exact lessons in the book, and to the exact words too. Would you?" inquired I.

"And what," said he, "would you think of me, if I should answer both yes, and no?"

"I should of course think you very crafty, not to say inconsistent."

"And have you never yet learned," said he in reply, "that every question of this sort must, by the very philosophy of things, have these two answers?"

"How so? Explain, Erastus."

"Why, when we do any thing practical did you never notice that the manner in which the thing shall be done, depends much on the use you intend to make of it? For instance, how a farmer will plant and cultivate his field of maize, will depend on his decision what he will do with his crop. If he means to raise it for simple fodder, he will probably sow broadcast or in drills and let it alone without cultivating. But if he means to raise corn for the market, he will plant in hills and cultivate it carefully. So of his clover crop, and even his timothy. If for pasture land, he will not mind if they be sown on corn hills. But if for meadows to be mown for hay, he must be careful to lay the ground down smooth with harrow and roller. And so with learning or teaching. The process will necessarily be different when different ends are had in view. Thus, if discipline is wanted, if a straight-forward, earnest, persistent habit of thinking and accurate remembering is wanted, then stick to the book, every word, syllable and letter. If information is to be communicated, then you may follow the other plan and lecture and instruct, giving facts and explaining them, reviewing and drilling somewhat afterwards."

"I think," said I, "that I comprehend you. But can those two be joined and made into the same system?"

"That is, you want to know if the book drill and the plan of lecturing can be brought into the same school and combined?"

"Exactly," said I.

"Well," said he, "honestly, I do not think they can be in the same classes to any great extent. The drill, after the information chiefly derived from the text-book, is for the younger minds. The lecture for those very mature. And it will be a difficult task to bring them together. But we are wandering from the point on which we began, and for which alone I want to talk, for my own profit. For I find that talking over a subject with a friend makes my own ideas clearer than before. This was what I was saying a while ago, that a teacher should always know beforehand exactly what he is to teach and how and by what order he is to teach it. These are the three problems of the successful practice

in teaching. A teacher must be able to remove difficulties from the pathways of his pupils at proper times. But, notwithstanding, he should be more skillful to teach the pupils in what manner to remove difficulties for themselves. He should be able to solve hard and knotty problems for his scholars. But he should know better how to stimulate them to solve such problems for themselves. They can only be made able to do this by practical work, not by any ingenuity of their own, but by hard and patient practice and drilling. And if a teacher means to give his scholars anything else, he must bring it in as a part of the book—not in opposition to it. To do any other way, is like bringing an acid and an alkali into contact. They will neutralize each other. But to use the book as the foundation, he must have studied it very carefully, and know how to engraft upon it the further information he would impart.”

ARITHMETIC IN THE SCHOOL.

BY REV. THOS. HILL.

In the January number of the *Monthly*, I gave, in a brief and condensed form, my views of the relation of Geometry to other Sciences, and to Education in general; and endeavored to show that it should occupy the earliest place in the education of the child, as a means of cultivating accuracy in observation, and both vividness and definiteness of imagination. To produce these effects upon the young mind, it must, however, be taught at first from blocks, diagrams, and woodcuts, pencil and slate drawings, and other visible illustrations; and must not be taught in the way of theories and demonstrations until the pupil has obtained the age of fourteen or sixteen years.

The next science in natural order is Arithmetic which deals of abstract number. This is the first lesson in purely abstract science. The conception of a triangle seems to be partly concrete, the figure in space being visible to the imagination. But the number three may not only be used of three points or parts of space, but of three instants or periods of time, of three qualities of matter,

of three faculties of the mind, or of three states of feeling, and there is no image in the imagination of the threeness, as there is of triangularity. The conception of number is more nearly subjective, that of form is objective. The form cannot be conceived as related to the thinker's mind. The number is only conceived as number, by being conceived as numbered; that is perceived by the mind. Hence the study of number requires a riper mind than the science of geometry, and pupils may very readily be overtaken by Arithmetic disproportioned to their age.

What is called Mental Arithmetic is a valuable study for children from thirteen to fifteen years of age, and should then by no means be omitted. In the Waltham Public Schools, it was our endeavor to have every scholar made familiar during those two years of his life with Colburn's First Lessons. But nearly the whole of that celebrated treatise is too difficult for children under twelve years of age. Nor are the more simple treatises for beginners, since manufactured in imitation of Warren Colburn's, any better for the purpose. A quart of beans or of Indian corn, is worth more to teach Arithmetic to children under ten years of age than any text-book that can be imagined, unless it were a page of periods properly grouped.

It is a fundamental principle in teaching science, that elementary definitions and elementary ideas should be made exceedingly plain and clear in the pupil's mind and perfectly familiar to him for a considerable time before any rapid movement in advance is made. Not that the pupil should be wearied and discouraged by being kept back when he is ready to advance; but only, (and this is all-important,) that he should not be allowed to advance before he is prepared. At every step he should be encouraged and required to put his knowledge to the test of practical application. Thus accuracy of conception, and accuracy of results, from rapid operations promptly undertaken, are to be primary objects of endeavor in all scientific education, even from the earliest years.

In applying these general principles to the special branch of Arithmetic, it will be manifest that the first effort must be to awaken in the child clear ideas of numbers independent of any methods of notation, or of nomenclature. For this purpose, the teacher should be provided with beans, corn, pebbles, counters, or other small objects. The first lesson may be "*counting fast.*"

Throw down upon the table in sight of the class some number of beans not exceeding five, saying, How many beans do I throw down? If any member of the class cannot answer, begin with one bean, then picking it up, throw down two at once and ask how many. Picking the two up, throw down three; taking these up, throw down four, &c. Do not simply throw down an additional bean, and do not suffer the child to count the beans, but throwing down three, four, or five beans simply teach him to call the group "three," "four," or "five" beans. When he can name any number under five without hesitation, then employ grains of corn, afterward pebbles, counters, &c., and finally a mixture asking how many things you throw down. Increase the number to six, and then to seven, and so on *gradually* until all the class are able to name instantly, without any hesitation, any number not exceeding twelve. You may with bright scholars go even higher, but the majority of scholars will find it difficult to recognize at a glance the number of ten or a dozen grains of corn thrown on the table.

While this process of "counting fast" is going on, we may with advantage begin analysis by addition and subtraction. Thus, "How many things have I thrown down? Eleven. How many beans are among them? Four. How many grains of corn? Seven. Seven and four make? Eleven. Four from eleven leaves? Seven." The child meanwhile may separate the beans and corn, associating the relative sizes of the groups with the names of the numbers.

When the process of "counting fast" all numbers under twelve has become perfectly familiar, the ordinary mode of counting may be taught, as a rapid mode of adding successive ones. The child should then have a pint of beans and count them out into tens, and group the tens into hundreds, in order to fix his conceptions of the rate at which the decimal notation increases the value of the figures. Then teach him the Arabic figures and require him to count out each day a few examples—write on the black board such numbers as 7, 27, 127, and require the class to produce a group of seven beans, two groups of ten each, and one heap of one hundred, and to show how these express the three numbers.

The next point will be by means of beans, or grains of corn, to give the child a definite, clear conception of the nature of prime

and composite numbers. Throw down four grains and bid him divide the group into two equal parts. He will divide it into two twos. Add another grain and repeat the demand, but he will be unable to comply. Add another and he will divide it into three couples, and, on your asking him to divide it in some other way, he will divide it into a couple of threes. Now he is ready for the definitions. A number which can be divided into equal parts greater than one is called composite, others are called prime numbers; the composite number is also called the product of multiplication; the number of grains in each part is called the multiplicand, the number of parts, the multiplier; the multiplier and multiplicand are called factors; and he is ready for the theorem that either factor may be taken as multiplicand, and the other as multiplier, and the arithmetical result will be the same. Let him proceed with this factoring analysis of seven, eight, nine, ten, and so on up to *thirty*, and let him be sure that in every case he exhausts the modes of dividing the number. Twelve for example may be divided as follows:

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The first is twice twice three, and that in two ways. Let *Italics* signify division by a vertical line, Roman letters by a horizontal line, and the first group of a dozen full points is evidently either *twice* twice three, or twice *twice* three, or *twice three* times two; while the second group is *thrice* twice two, or *thrice twice* two, or twice *thrice* two. This appears hard and puzzling to write upon paper, but with the dozen grains of corn to divide and parcel out with the straight edge of a little neatly whittled piece of shingle, a child of six or seven years does it readily.

Nor is it unimportant. A child who can readily reduce all numbers under thirty into their prime factors, and show practically by grains of corn how to divide them into all possible combinations of composite factors; who knows at sight all prime numbers under thirty; who can add and subtract all numbers under ten without hesitation; who can name at a glance the number of objects before him when it does not exceed twelve, and who is familiar with Arabic notation, has made no despicable attainments in arithmetic and is prepared for an exceedingly rapid progress when he takes up the slate and pencil.

The tables of weights and measures may next be taken in hand

and thoroughly committed to memory. But the school-room should be furnished with the weights and measures themselves, and the children should be required to estimate lengths, areas and capacities, and then verify the estimates by measurement. The multiplication table (which by the process of factoring becomes familiar to $2+15$, $3+9$, $4+7$, and $5+6$) must next be made familiar up to $20+20$. But while this process is going on, (for it will require years to make the products of the teens familiar) let the child be taught the nature of fractions, of the artificial and divisible units, such as feet, inches, gallons, or pounds—but let decimal fractions be at first the only ones he is taught to express in figures. He may now begin written Arithmetic, and taking decimal fractions as fast as he does whole numbers, let him go through the four fundamental rules, and the processes of detecting prime numbers.

This is work enough in Arithmetic to occupy the pupil thoroughly, even if he be at school ten months in the year, until the age of about thirteen. Let him then take Warren Colburn's First Lessons, and follow it by any good treatise on Arithmetic as usually taught in the highest schools, and he will at the age of fourteen be a thorough arithmetician. Six months is an ample allowance of time for all the ordinary rules of Arithmetic if the scholar have only been thoroughly prepared in the fundamental ideas and fundamental operations. Addition and multiplication should be made familiar by innumerable examples, until the pupils can add up columns of figures with the greatest accuracy and despatch. The more perfect the drill on addition and multiplication the less time and labor will be required for Arithmetic in the whole course of schooling; the saving in the subsequent parts of the course will be so great.

I have seldom visited any schools, sufficiently to learn their mode of teaching Arithmetic, in which I have not thought that two grave errors were committed. The first was the attempt to teach the child Arithmetic at too early an age, or to teach him in a mode above his years, (giving him Colburn's logical drill when he was only ready for a handful of beans, &c). The second was allowing Arithmetic to engross a disproportionate time, to the exclusion of many things of much greater value; whether the value were measured on one standard or another. Arithmetic has (at

least in Massachusetts and New Jersey) been made almost the principal study, as though the Pythagorean idolatry were revived and numbers considered the types and causes of all things.

I endeavored in the January number to show that Geometry and Drawing should precede Arithmetic in the instruction of young children, and I will try in future numbers to show that other studies also have a prior claim on the child's attention, and on the teacher's.

THE WAR EXCITEMENT—WHAT USE SHALL WE MAKE OF IT?

BY A. D. LORD, M. D.

It can not be expected that, in all the excitement now pervading the country, our schools will go on with the same quiet as if nothing unusual was occurring. Children and youth will partake in this excitement, and their attention will be, to some extent, withdrawn from their studies. This the Teacher must expect, and this liability he must daily take into account in his estimate of the resisting forces he has to overcome in the accomplishment of his work.

The true Teacher, regarding the proper training of his scholars as his great work, and the due performance of all their duties as of the utmost importance to them, will endeavor to make some use of every prominent incident in the history of his school, or of the country and the world.

The following suggestions may be of service at the present time:

1. As boys will be inclined to be imitating military evolutions, encourage them to drill in regular style, at recesses and before and after school. When the bell rings for school to commence or for the close of recess, let them form in line and march into school in regular order, marking time, etc. While in school, require all to sit or stand erect, and to make all their movements with promptness and propriety. If deemed advisable, spelling and other classes, accustomed to take places on the floor in line, may be re-

quired to perform some of the evolutions, such as "*dressing*," "*facing*," "*wheeling*," "*advancing*," "*retiring*," etc. The first effect of exercises of this kind, judiciously managed, will be simply to give opportunity to work off that excitement which operates directly upon the physical system, and leave their minds the more free for their appropriate work. Beside this, such exercises are among the very best means for training to quickness and precision in action, and the prompt performance of duty.

2. Teachers should take some time during every week, if not every day, to make their scholars acquainted with the events that are now occurring; special pains should be taken to have all become familiar with the location of the places where the events occur. The Map and the Gazetteer should be in constant use.

3. Special effort should be made to interest scholars in the study of American *history*. The causes which led to the war of the Revolution, and that of 1812, and the prominent incidents in these wars, and in the more recent war with Mexico, should be made familiar to all. The causes which have led to the present contest should of course receive attention.

4. It is important that the *statistics* of the present condition of the different states and sections of the Union, their population, wealth, resources, etc., should be learned by all who are old enough to understand and be interested in such subjects.

5. Whenever it is practicable, an effort should be made to give to the older pupils regular instruction in *Civil Polity*. The leading definitions in this science can be taught in a few brief lessons. The Declaration of Independence, The Ordinance of 1787, and the Constitution of the United States should be read one or more times, each term, in every school of our land. Portions of the Declaration and of the Constitution should be committed to memory by all our boys and young men. It is the duty of every Teacher to see to it that no one of his scholars shall reach the age of twenty-one without having a good acquaintance with the Constitution. It has been said, and with truth, no doubt, that hundreds of persons are every year taking the oath to obey the Constitution of the United States, and their own State, without ever having read or heard an article of either.

6. Every Teacher should aim to cultivate in all his scholars the sentiment of *Patriotism*. This may be done by relating the

worthy deeds, and the heroic achievements of the noble men and women whose names adorn our history; by having them read and commit to memory the speeches of the orators of the Revolution, and the sentiments of Clay, Webster and others of later times; and by singing and playing the national airs which have so often cheered the valor of our soldiers, and quickened the patriotism of our Statesmen. In this connection, we should not fail to awaken proper feelings of detestation toward treason in every form. The characters and deeds of Arnold and Burr, and the treachery of those who have more recently been imitating their example, should be held up to universal abhorrence.

A QUESTION OF LOGIC.

MR. EDITOR:—For expressing, in the April number of your Journal, an opinion on the subject of analyzing words by sounds, and the aid furnished for such exercise by the dictionaries in common use, which opinion happens to be in opposition to the one entertained by the writer of an article in the February number, I seem to be regarded by him as “using my influence to obstruct the efforts of those who are laboring to elevate the standard of instruction in Common Schools.” Being unwilling to do any thing to retard the advancement of education in any of its departments, you must excuse me from any attempts to defend my obnoxious opinion, which, nevertheless, I have seen no reason to relinquish.

As *logic*, however, is sometimes taught in Colleges, perhaps I may be permitted to ask a question pertaining to that branch of learning.

Whenever *a* is intended to have the broad sound, a certain mark, or symbol, is given to it in the dictionaries. To *a* in the first syllable of *alternate*, no such mark is given. Therefore, *a* in that syllable was not intended to have the broad sound.

This argument is pronounced to be “certainly faulty.” I had supposed it to be a common syllogism in the second figure, known among logicians as *camestres*. In symbols, it is expressed thus: Every A is B. No C is B. Therefore no C is A.

I shall esteem it a great favor if your correspondent will show, in syllogistic symbols, the fallacy of the argument given above.

MAY 22, 1861.

I. W. ANDREWS.

METHODS AND RESULTS IN TEACHING GRAMMAR.

A little more than ten years ago, a young man of limited experience as a teacher, was placed at the head of a large Grammar School in the city of C.

His associates, in charge of the other Grammar Schools of the city, were experienced Teachers—his seniors in age and well acquainted with their work. Their schools were well organized and in successful operation. His school was a new one, wholly unorganized—a mere colony set off from the other wards.

He saw that his school could only be placed on an equality with those of his associates by thorough and scientific work. He at once set himself to the task of overhauling his haphazard notions of teaching. He made himself familiar with the methods and ideas of his collaborators, and also of eminent Teachers in other cities. He read the few works on education within his reach, subscribed for the *Massachusetts Teacher*, and the *Ohio Journal of Education*, just entering upon its first volume, every number of which, from its first to the May number of its successor (the *Edncational Monthly*), he has read with care and profit.

The result of all this was the adoption of plans and methods in instruction and discipline, based upon clear and definite principles, and a consequent steady advance of his school to a position of unquestioned vigor and thoroughness.

Of the various studies taught, no one so baffled him, at first, as English Grammar. No two of his associates taught the subject in a similar manner, or, indeed, seemed to agree upon the specific results they were aiming at. The efforts of one, a teacher of great popularity, merit brief notice, as a contrast to the system of instruction commended in this article. After experimenting upon and testing different methods, he strangely settled down upon the plan of requiring his classes first to *memorize* all the definitions of the various parts of speech, of gender, number and case, the declension of nouns and pronouns, the conjugation of verbs, their modes, tenses, voices, etc. etc., and actually prepared and published a "chart," presenting all these "dry bones" of Grammar in a nut-shell. This the young tyro was obliged to swallow and await the consequences. The chart was even placed in classes below

the Grammar school, that the memory might be pre-charged for future digestion, or, more probable, ejection. After the chart was disposed of, then came the the tug of parsing!

To the credit of this Teacher, now at the head of a prominent Institution, it should be added that his "Memory Chart" never saw the dignity of a "revised edition." Still, to those teaching Grammar on this cramming system, it was an admirable thing. It certainly made quick work of an unpleasant job.

The method of instruction adopted by our young Principal was just the opposite of this. Reasoning from the evident results which the study of Grammar should secure, he concluded that the definitions, rules, formulas and principles of Grammar could only be means to that end, important but inadequate; that something more is needed than a mere scientific acquaintance with them. The great end of grammatical study being *the ability to speak and write correctly*, the means by which this end can best be secured, must be two-fold:—1. A scientific acquaintance with the principles of language. 2. A constant use of this knowledge in speaking and writing *as it is acquired*.

A child can best learn to speak and write correctly by actually speaking and writing with this end in view. A scientific acquaintance with the art of swimming, obtained on dry land, can hardly be depended upon in deep water. In spite of the old lady's injunction, a boy must go *into* the water to learn to swim. We should hardly expect to make a good accountant by simply teaching the definitions, rules and principles of Arithmetic. Skill in numbers can only be secured by means of the slate and pencil. So in teaching Grammar. Every principle should be familiarized by its use in *sentence-making*. The scholar must construct as well as take apart; he must compose as well as analyze. Hence, composition and Grammar should go hand in hand. They should never be divorced.

These guiding principles indicated, as it seemed to him, the true method of teaching Grammar to beginners. It is my present purpose to present and commend this Teacher's mode of instruction, as modified, to some extent, by my own experience. It will be seen at once, that it is characterized by the following features: 1. The use of analysis as a *key* to parsing. 2. The introduction of one thing at a time. 3. The application of knowledge as ac-

quired in sentence-making, affording valuable drills in spelling and penmanship.

In teaching a class of beginners, commence with the analysis of such simple sentences as "Birds fly," "Boys play," etc. Endeavor to fix clearly in the mind the fact that every sentence contains a subject and a predicate — giving subjects for the scholars to add predicates, and predicates for them to supply subjects, restricting them, at first, to sentences containing but *two* words. This exercise should not be wholly oral. Similar exercises should be given to be neatly written, each one commencing with a capital and ending with a period, and handed to the teacher for correction. These exercises, when corrected, should be copied by the scholar in a blank book kept for the purpose.

When the class can put two words together on paper forming a correct sentence, and can analyze the same with rapidity, take up the *noun*. Require the class to write the names of a given number of objects, to select the nouns from sentences, etc. Multiply and vary these exercises until the idea of a noun is thoroughly comprehended. Then take up the properties of nouns — *one at a time*. Give the class verbs as predicates, and require common nouns to be supplied for subjects, then proper, then plural, then singular, etc. etc. These exercises should be written out, corrected and copied. When the class is familiar with the properties of nouns, and can both define and use them, go back to the first lesson, and require all the nouns in it and the subsequent exercises to be parsed in a definite form, fully and completely.

Next take up the verb in a similar manner, omitting, for the present, all its properties except number and person, in which respects it must agree with the subject.

In connection with the number and person of the verb, pronouns can be introduced. Give predicates and require subjects both singular and plural, of the first, second, and third persons respectively, to be written, etc.

Next introduce the adjective as a modifier of the subject, keeping still a simple verb for a predicate. For the written exercises, give nouns and require limiting adjectives to be added, then qualifying; then give verbs, and require subjects modified by one or more adjectives to be supplied. In this manner proceed, taking up successively the possessive case as a modifier, and the noun in

apposition ; then the predicate containing an adjective, a noun, an object, an adverb, etc. ; then prepositional phrases used as adjectives, then as adverbs, etc.

In short, take up *one thing at a time*, and thoroughly master it. If the sentences in the text-book used contain elements not pass-over, *trim* them ; also, prepare new ones. Let every part of speech introduced be parsed in a definite form, and continue to drill until accuracy and rapidity are secured. Do not omit the *written* exercises. Correct them carefully, and see that they are neatly copied. "But," says one, "to prepare so many exercises and correct so many papers, would require a great amount of labor." True, and I know of no thorough teaching that is not laborious. A little practice, however, will soon enable one to read papers with great rapidity. A half hour is sufficient to correct the papers of a class of twenty. Time, however, should be taken to correct all errors in spelling, punctuation, use of capitals, etc.

IMPORTANCE OF THE DICTIONARY IN THE SCHOOL-ROOM.

PRIZE ESSAY, BY W. H. VENABLE.

A writer declares that every new language a man learns gives him a new soul ; for it conveys to him as many new shades of thought as there are *words* in that language. Strictly speaking, there are no synonyms, that is, words of identical signification. Each word is a precious treasury—the repository of a thought, or a fragment of a thought. Like magnetism in the steel, or like spirit in the body, so lies the meaning in the word. Human knowledge is wrapped up in these tiny forms. Whether we think in words or not, it is hard to conceive of the possession of much definite knowledge without them. Words swept away, all Natural Science and Literature would flow back into the vast unknown. All knowledge is an absolute, boundless ocean. From it we have dipped a few drops of truth. These drops are contained in words. How precious, then, are words. "In them," says one, "are stores of moral and historic truth, and no less of passion and imagination, laid up,—lessons of infinite worth, which we may derive from them if our attention is awakened to their existence."

Astonishing ignorance of the definition of words is displayed, not only by the students in our schools, but by teachers themselves. At a recent teachers' examination in one of the southwestern counties of Ohio, the word *judicial* was defined as "rather particular." The word *attorney* was said to be the "name of a general," while *antipodes* was variously defined, "the name of an ancient people," "the name of a great mathematician," "a feeling of *discomfit*." Truly, it is hard to tolerate such ignorance among professed educators in this age of intelligence.

The student who permits himself to read or study with an imperfect understanding of the word over which he passes, is not only in danger of making ludicrous mistakes in the application of words, but he actually fails to receive much of the benefit which a little attention to the Dictionary would secure him. His labor is in a measure lost. One unacquainted with the Greek might as well presume to be benefitted by pouring over a copy of the original *Iliad*, as to hope to gain an appreciative knowledge of Milton without an acquaintance with English Lexicology. The student should be incited to study the derivation of words, that his understanding of them may be clear and accurate. With what new interest will he view thousands of common words when he has traced out their simple and beautiful etymology. While our excellent Dictionaries enable him to do this in many important instances, they also afford him the means of avoiding an error into which a mere knowledge of etymologies may lead. I allude to the misapplication of words whose original signification has changed, or whose figurative meanings may be widely different from the literal. Another danger to which students are liable is that of associating words that resemble in sound or appearance but differ in signification. This may be illustrated by reference to the prevalent fault in translating certain Latin words. Thus, "*crimen*" is often improperly rendered *crime*; "*virtus*," *virtue*; "*calamitas*," *calamity*, &c. So we have known a boy to define *sentient*, "pertaining to the senses," doubtless thinking of the word *sensual*. A young man made a ludicrous blunder in writing the word "incontinency" for *inconstancy*. The same person made use of the word "collision" when it was evident he meant *collusion*.

It is only by habitual attention to the Dictionary that we can familiarize ourselves with the various forms of words and their authorized use.

We are now led to consider the second important office of the Dictionary, which is to impart a correct and uniform orthography. Spelling cannot be learned by theory. A few general rules of spelling we have, but they are of no great use practically. The principles of our orthography are arbitrary. The various combinations of letters must be learned by direct application of the attention, and retained by a special effort of the memory. It

must be learned as a particular fact, that the last syllable of the word *supersede* begins with an *s*,—that the first syllable of the word *necessary* ends with a *c*. Word after word must be examined and referred to as often as a doubt arises respecting its orthography. Spelling-books contain but comparatively few of the words in use in our language. Therefore, he who would gain an extensive knowledge of English orthography must make the Dictionary his constant companion. This he must do, also, in order to learn pronunciation. It is true, pronunciation varies in different localities, and is ever liable to change. It is difficult to arrive at any standard of correct orthoepy. This standard is best exhibited in our Dictionaries. "From these," Walker justly remarks, "the general current of custom, with respect to the sound of words, may be collected with almost as much certainty as the general sense of words from Johnson."

Besides these general uses of the Dictionary which we have briefly discussed, there are many special uses which, it is feared, are not fully understood or appreciated in our schools. Scarcely can a student thoroughly prepare himself for recitation in any branch of study without reference to a reliable Dictionary. Some of its uses in grammatical investigation may be here enumerated:

- 1st. It may assist the pupil in discerning parts of speech.
- 2nd. It enables him to determine the irregular forms of words, as the plurals of certain nouns, the conjugation of irregular verbs, &c.
- 3d. It often exhibits peculiar constructions, and points out and illustrates the use of idioms. It distinguishes between transitive and intransitive verbs, shows the right use of prepositions, &c.

In Geography classes the Dictionary may be used:

- 1st. In deciding the pronunciation of words.
- 2nd. In extending the students of various productions, &c., mentioned in the lesson.
- 3d. In defining many scientific terms—especially in Physical Geography.

In mathematical studies the Dictionary is in daily requisition in the definition and pronunciation of words.

In the preparation of a composition, or any written exercise, the Dictionary is indispensable. No one should allow himself to attempt to write a word until he is sure he can spell it; or permit himself to use a word before he learns its exact meaning and appropriate application. Nor should a writer be content to use a word which will but vaguely express his thought when *the* word, which will clearly and forcibly convey his idea, is available. Since the discussion of synonyms has been introduced into our Dictionaries, fair opportunity is offered for cultivating a critical and discriminate taste in the use of language.

We have briefly shown that the Dictionary has its important uses in connection with all the studies of the common school. We may add that it could be profitably used, not only for occasional reference, but as a class-book for direct and special study. The learner will find it a boundless field of interesting investigation. Indeed, one deprived of all other books could obtain a fair literary and scientific education from our American Dictionaries. These are of all sizes, from diminutive pocket editions to the massive pictorial volumes of Webster and Worcester. They are adapted to all classes of learners, from the little child just beginning to read, to the disciplined collegiate. Nor are they, like most text-books, destined to become useless lumber on the graduate's shelves. They must ever claim importance as books of reference, and, if they do not always contain the *life* of language, they will contain its history. That the student actually engaged in school studies needs a Dictionary almost every hour is hardly a questionable proposition. That he will find abundant use for it after leaving school may be confidently asserted. By all means, then, let each of our pupils be provided with one, and taught how to use it. Let teachers insist on this. The sooner it is done the better for us, for our pupils, and for the great cause of popular education.

LEBANON, O., Feb., 1861.

TRIBUTE TO TEACHERS.

BY LORD BROUGHAM.

The conquerer moves on in a march. He stalks onward with the "pride, pomp, and circumstance of war"—banners flying, shouts rending the air, guns thundering, and martial music pealing to drown the shrieks of the wounded and the lamentations for the slain.

Not thus the school-master in his peaceful vocation. He meditates and prepares in secret the plans which are to bless mankind; he slowly gathers around him those who are to further their execution; he quietly though firmly advances in his humble path, laboring steadily, but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots the weeds of vice. It is a progress not to be compared with anything like a march; but it leads to a far more brilliant triumph, and to laurels more imperishable than the destroyer of his species, the scourge of the world, ever won.

Such men—men deserving the glorious title of teachers of mankind—I have found laboring conscientiously, though perhaps

obscurly, in their blessed vocation wherever I have gone. I have found them, and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the highminded but enslaved Italians; and in our country, God be thanked, their numbers everywhere abound, and are every day increasing. Their calling is high and holy; their fame is the property of nations; their renown will fill the earth in after ages, in proportion as it sounds not far off in their own times. Each of these great teachers of the world, possessing his soul in peace, performs his appointed course—awaits in patience the fulfilment of the promises—resting from his labors, bequeaths his memory to the generation whom his works have blessed—and sleeps under the humble, but not inglorious epitaph, commemorating “one in whom mankind lost a friend, and no man got rid of an enemy.”

THE IRREDUCIBLE CASE OF CARDAN'S RULE.

BY PROF. E. W. EVANS, MARIETTA COLLEGE.

In the *Mathematical Monthly** of August, 1860, I published a new method of approximating to a root of any cubic equation of the class not solved by Cardan's Rule. I wish to present the same subject here, a little more at length.

In the sixteenth century, Tartaglia discovered and Cardan published a direct method of solving cubic equations. That method, after reducing the general equation of the third degree to the form $x^3 + ax = b$, finds

$$x = \left(\frac{b}{2} + \sqrt{\frac{a^3}{27} + \frac{b^2}{4}} \right)^{\frac{1}{3}} + \left(\frac{b}{2} - \sqrt{\frac{a^3}{27} + \frac{b^2}{4}} \right)^{\frac{1}{3}}$$

Now, it is evident that when a is negative, and $\frac{a^3}{27} > \frac{b^2}{4}$, the expression

$\sqrt{\frac{a^3}{27} + \frac{b^2}{4}}$ becomes imaginary. In this case, therefore, Cardan's formula is in-

applicable. It is true that by expanding the expression for the value of x into an infinite series, the imaginary quantity can always be made to disappear; but the series being rarely convergent, is of no use for the determination of roots. This “irreducible case” under Cardan's formula, has never been directly solved. Of the several indirect or approximative solutions that have been offered, some are tedious in application, (which is true of Dr. Strong's); while others, (among which we may mention the common trigonometrical method) employ considera-

* Edited by J. D. Runkle, A. M., Cambridge, Massachusetts.

Here, after four approximations, a value of x is correctly found to four places of decimals. In the equation $x^3-3x=1$, we shall in the same manner find, after four approximations, $x=1.8793$, which is also correct to four places of decimals.

Next take the equation of the form $x^3-ax=-b$, which, as the signs show, can have but one negative root. This equation may, in the same manner as before, be reduced to the form

$$x = \pm \sqrt[3]{a - \frac{b}{x}} \\ \pm \sqrt[3]{a - \frac{b}{\pm \sqrt[3]{a - \frac{b}{x}}}} \\ \pm \sqrt[3]{a - \frac{b}{\pm \sqrt[3]{a - \frac{b}{\pm \sqrt[3]{a - \frac{b}{x}}}}}} \\ \&c.$$

In this case we may, in order to find the negative root, consider each radical as negative. This will render the second term under each radical additive; and the process will be exactly the same as before, and the approximations as rapid. Thus, in the equation $x^3-2x=-.05$, the fourth approximation gives $x=-.5407$, which is correct to four decimals; and in $x^3-7x=-7$, the result of four approximations is $x=-3.048$, correct to every figure.

To seek for a root of such a sign as to render the second term under the radical additive, is necessary in order to rapid approximation; for the error in the second term will be less in comparison with the sum of the two terms than it would be in comparison with their difference. Another condition favorable to rapid approximation is, that a be not very small in comparison with b ; a condition which in practice will always hold good, for since $\frac{a^3}{27} > \frac{b^3}{4}$, much more $a^3 > b^3$.

It is to be observed that the values of the successive radicals, obtained in the above process, are alternately greater and less than the true root. For if R be

too great, it follows that $\frac{b}{R}$, and consequently $\sqrt[3]{a + \frac{b}{R}}$, (that is, R') is too small;

from which it will follow in the same manner that R'' is too great. So far, then, as the result of two successive approximations is the same, it may be taken as a correct result. For example, if $R'=3.2457$, and $R''=3.2458$, since the true root lies between the two, it is evident that its value, to four places, is 3.245.

The method which has been given is entirely independent of any trial; and it serves to find the root to any required degree of exactness. It is obvious, however, that we may abbreviate the work if we begin by dividing b , not by $\sqrt[3]{a+b}$, but by a nearer value of a , found by the ordinary rule for determining the limits of roots. In no case can the root to be sought for, whether positive or negative, exceed unity increased by the square root of the greater of the two quantities a and b .

OVER THE RIVER.

[This sweet and touching poem was written for the *Springfield Republican*, by Miss NANCY A. W. PRIEST, of Hinsdale, N. H. Some of our readers may have seen it before, but we feel that they will thank us for giving it a place in the *Monthly*.—Eds.]

Over the river they beckon to me—
 Loved ones who've crossed to the further side;
 The gleam of their snowy robes I see,
 But their voices are drowned in the rushing tide.
 There's one with ringlets of sunny gold,
 And eyes, the reflection of heaven's own blue;
 He crossed in the twilight, grey and cold,
 And the pale mist hid him from mortal view.
 We saw not the angels who met him there;
 The gate of the city we could not see;
 Over the river, over the river,
 My brother stands waiting to welcome me!

Over the river the boatman pale
 Carried another—the household pet;
 Her brown curls waved in the gentle gale—
 Darling Minnie! I see her yet.
 She crossed on her bosom her dimpled hands,
 And fearlessly entered the phantom bark;
 We watched it glide from the silver sands,
 And all our sunshine grew strangely dark.
 We know she is safe on the further side,
 Where all the ransomed and angels be;
 Over the river, the mystic river,
 My childhood's idol is waiting for me.

For none return from those quiet shores,
 Who cross with the boatman cold and pale;
 We hear the dip of the golden oars,
 And catch a gleam of the snowy sail,
 And lo! they have passed from our yearning hearts;
 They cross the stream, and are gone far aye;
 We may not sunder the veil apart,
 That hides from our vision the gates of day.
 We only know that their barks no more
 May sail with us o'er life's stormy sea;
 Yet somewhere, I know, on the unseen shore,
 They watch, and beckon, and wait for me.

And I sit and think, when the sunset's gold
 Is flushing river and hill and shore,
 I shall one day stand by the water cold,
 And list for the sound of the boatman's oar;
 I shall watch for a gleam of the flapping sail;
 I shall hear the boat as it gains the strand;
 I shall pass from sight with the boatman pale
 To the better shore of the spirit land;
 I shall know the loved who have gone before,
 And joyfully sweet will the meeting be,
 When over the river, the peaceful river,
 The Angel of Death shall carry me.

Editorial Department.

THE COMING MEETING AT ELYRIA.

The complaint has often been made by Teachers attending the meetings of our Association, that its exercises and action have been too largely devoted to business, finances and the mere machinery of our School System; that the professional wants of the Teacher have been, in too great a degree, disregarded. Since the second annual meeting of the Association, we have been an almost constant attendant upon its sessions, having missed not more than one or two. During the first six years of this period, we were a silent listener, attending mainly for personal improvement and profit. We often left, feeling keenly, the force of the above accusation.

This business character of the Association was, however, a necessity in its early history. The State was destitute of any adequate School System, and public sentiment in regard to education was at a low ebb. The changing of this state of things involved enterprises and plans which taxed heavily the zeal, time and purse of the noble men who undertook it. The Association naturally became the center and heart of the entire movement. To its council-fires, the old pioneers gathered to exchange views, unite their efforts and quicken their zeal. Here schemes were devised and undertaken which required large resources and involved great responsibilities. That the Association was so eminently a legislative body during this period is not strange. It is true that some of its plans and enterprises proved sad failures. On the whole, however, it nobly accomplished the work before it. Our excellent School System is in part the fruit of its action.

The most critical period in the history of the Association was that which followed the great success of these efforts. The transition from a business body to a deliberative and professional one was full of danger. Two or three successive meetings were little better than failures. Meanwhile a reaction was taking place, and our School System began to experience the danger of hostile legislation.

Last year an effort was made to vitalize the Association by turning its energies to the defense of exposed points in our School System and to the discussion of important questions in the every day work of our Teachers. The meeting at Newark was a decided success, and its influence has been felt for good. Our Schools have met with no reverses during the year. They have certainly gained ground.

This year, the exercises will be characterized by a direct bearing upon the instruction and discipline of our Schools. A reference to the announcement of the Elyria Meeting in our present number will reveal the fact that they are eminently *practical*. The gentlemen appointed to deliver the addresses are among the first educators of the State in talent, attainments and position. Not one of

them deals in abstract logic or rhetoric. They will present something which Teachers will be profited to hear.

The reports and discussions are upon important subjects. Upon no subject are the views of our Teachers more sadly at fault than upon the instruction and discipline of little children. Our first experience as a Teacher was in a log school-house. We have a lively remembrance of our efforts with the *a-b-c-d-arians* and *ab-eb-ib-id-ons* in the district school. When we recall our stupid routines, we wonder that they learned the little they did. No man in the State is probably better prepared to make a report upon this subject than Mr. Rickoff. He has made it a specialty.

EDWARD EVERETT once expressed the great object of school instruction in a single sentence as being "The ability to produce one's own thoughts and to reproduce the thoughts of others;" or to express the same idea in more pedagogic terms, the ability to speak and write and read correctly. That our usual methods of imparting "the ability to produce one's own thoughts" are efficient, few will claim; that they ought to be all will admit. We all need light upon the best means of securing a practical use of the pen in composition writing. Our esteemed contributor, Rev. Robert Allyn, whose practical views of education are well known to our readers, will, doubtless, enlighten us in the matter.

The woful cry that has been raised against the "Murder of the Innocents," and the ominous reflections of Committees, Commissioners and Superintendents upon "Physical Degeneracy" have invested the subject of School Gymnastics, especially in cities, with a practical interest. If it is a fact that our children are hastening to premature graves from undue study, that Americans are degenerating physically from excessive thoughtfulness, we ought to know it. Equally important will be the determination that these results are rather due to bad habits, foul air and a want of exercise; that our youth do not need less mental but more of muscle culture and hygiene.

The Public Schools of Toledo have taken the lead in Gymnastics, and Mr. Brown, the Superintendent, is just the man to present the results of these efforts. If Dr. Lewis fails us, we can doubtless depend upon his worthy disciple—Mr. Royce—for a presentation of the "New System." The contest between the Old and New Schools of Muscle-training will be spirited and profitable.

The report upon School Supervision will enlist the Superintendents and Teachers of our Union Schools. It is enough to say that Mr. Cowdery makes it.

Last, but by no means least, is the discussion upon "Modes and Results in Teaching Spelling." We trust that those who think our Schools are degenerating in the orthographic art will come prepared to speak a word for the "former days."

The place of meeting will also be favorable. The most successful meetings of the Association have been held in small towns and villages. In large cities, there are too many diversions in the way of sight-seeing and other recreations. Many of the delegates are irregular in their attendance upon the sessions and as a consequence are little interested and less profited. Then, too, the influence of the Association upon public sentiment is always greatest in small cities and towns. Its proceedings, for the time being, become a matter of general interest. It is true that the facilities for reaching Elyria are not

equal to those afforded by some of our cities. There is, however, ready access from Cleveland and Sandusky by railroad, or from Grafton Station by omnibus and coach. We are assured that omnibusses will be in waiting for delegates. The ride is short and, at that season of the year, will be pleasant.

The time of the meeting is quite unfavorable, but certainly ought not to hinder its success. We think the State Board of Agriculture were right in meeting the suggestion to postpone the State Fair by the remark that in a time of war, agriculture and the industrial arts need the greater encouragement. It is no time for educators to neglect the great interests of education. We have, at last, thank Heaven, a Government. At its call, an army of gigantic and terrible proportions, has leaped forth, armed and officered as by magic. The old flag will be upheld and rebellion crushed. The citizens will now best evince his patriotism by striving to keep the great pursuits and conservative forces of society in vigorous operation. One of the greatest evils of war lies in its demoralizing influence upon the young. See to it, fellow Teachers, that you stand faithfully at your post of duty. Come up to Elyria and let us reason together.

SECESSION AND SCHOOLS.

The rebel Legislature of Missouri has appropriated her School fund to arm the State and hoist the flag of secession. From late dispatches, we learn that the Public Schools of St. Louis have been closed in consequence. This sacrilegious plunder of the heads and hearts of the children of that loyal and patriotic city, by traitorous law-makers, will add a deeper shade to the infamy of this infamous rebellion. An Exchange truly remarks that if the State had given more liberally to her Schools in the past, the intelligence of her people would now direct to a safer and wiser policy. Thanks to Gen. Lyons and the brave United States volunteers, secession is not much profited by this desecration of a sacred fund.

We have instanced this action of the Missouri Legislature to call attention to the intimate connection in our country between loyalty and the school-room.

We once heard a celebrated Kentucky orator and journalist lament the decay of the spirit of nationality and loyalty among our scholars and in our institutions of learning. In his imagination, disunion even nestled in our school-rooms. How often have we been told, in the same spirit of wisdom, that the South was more loyal and law-abiding than the North "with all her Yankee Schoolmasters." How stands the record now? Take a map of the United States and draw a white line around every State which has had, for any length of time, an efficient system of Free Schools; then, with black pigment, color every State now in open rebellion against the government; and how many black States do you find surrounded with a white border? *Not one.*

The truth is there is no influence, save the Bible and the Church, more potent in securing the growth and perpetuity of our civil institutions than our Schools. They are the very nurseries of law and order. Intelligence and virtue diffused among the people, by the pulpit, the press and the teacher, form the very atmosphere in which alone loyalty to law and free institutions can long exist. The noisy patriotism of the beer barrel and the whiskey cask, of ignorance and corruption, is the very wail of civil distress. Whatever, therefore, tends to the cul-

tivation of intelligence, virtue, and manhood in the citizen is a preserver of civil liberty and the State.

Some one has well said that the decay of civil institutions always begins at the *core*. Disloyalty and rebellion are only the outgrowth of social and private wrongs and vices. Loyalty and patriotism—those twin public virtues, begotten of heaven—feed on personal morality and intelligence.

The saddest page of political history is that which records the downfall of the Roman Republic; but he who sees in the decisive battle of Philippi, the Waterloo of a vigorous government, has not yet read that history aright. Private vice and corruption, ere this, had eaten out Roman manhood and virtue. Then consolidated and organized by ambitious demagogues and conspirators, they reared their hydra-head and fastened their fangs in the very vitals of the Republic.

Philippi was the grave of the Roman Republic, because there fell the last of Roman virtue—her Cassius and her Brutus whom history styles, "the last of the Romans."

The lesson we would draw from this is the importance of keeping our Schools in vigorous operation during this "Rebel War." Our youth now, more than at any other time, need the discipline and instruction of the school-room. One of the most serious consequences of a civil war is its demoralizing influence upon the young.

At the close of the late session of our General Assembly, a vigorous effort was made to reduce the State levy for Schools to *one mill* (a reduction of *four-tenths* of a mill). A bill to that effect, under the intense war pressure, passed the Senate; but the House, by a decisive vote, amended the Senate bill, by restoring the *four-tenths* of a mill, and the Senate was obliged to recede from its position. This action of our Legislature affords a marked contrast to that of Missouri. Ohio refuses to despoil the souls of her children even to evince her patriotism. It is suicide for a State now to dismiss her Teachers and close her Schools.

TEACHERS IN ARMS.

We spent yesterday—May 23d—at Camp Dennison. This camp is located in the north-east corner of Hamilton county, sixteen miles from Cincinnati. A better location for the purpose could nowhere be found. It includes five hundred acres of ground, stretching along the western bank of the Little Miami for nearly a mile. In the rear there arise beautiful hills, mostly covered with forest trees. Tents and cabins, *Quarters*, in military parlance, have been provided for eleven regiments. And with what animation swarm these acres which one month ago were covered with growing wheat.

But we have neither time nor space for a full description of Camp Dennison, nor for an account of camp life, as we witnessed it. Our object is to call attention to the fact that in goodly numbers we found there those who have acquired reputation in our State as Teachers. We cannot now name all such, and will only mention a few who have been placed in positions of high official responsibility.

Brigadier General J. D. Cox was for several years Superintendent of the

Public Schools in Warren, Trumbull county. He now commands the Second Brigade of O. V. M. We were not disappointed in finding that he is exceedingly popular, not only in his own Brigade, but throughout the camp. Said to me the Colonel of the third regiment, a Marylander, "My regiment does not belong to his Brigade, and I am an out and out democrat, while he is a republican; but if ever Gen. Cox is up for an office, he shall have my vote."

Colonel Lorin Andrews is so well known throughout Ohio that any account of his life and character would be a work of supererogation. He commands the fourth regiment, and has enlisted for the war, whether it shall last one year or a thousand.

Lieutenant Colonel Jacob Ammen was for years Superintendent of the Schools in Ripley, Brown county. He was educated at West Point, and, of course, "knows all about war." He is now the popular second officer of the twelfth regiment. If it comes to fighting, our word for it, Jacob will be there, and Esau will get from him something a good deal worse than a mess of pottage.

Captain E. B. Olmsted for the last two years has been Superintendent of Schools in Marion. He formerly exercised the same office in Akron. He now commands the Marion Rifles, attached to the fourth regiment.

Lieutenant S. E. Adams was for several years at the head of the Schools in Lima, and more recently he occupied the same position in Groveport. He is now first Lieutenant of a company from Allen county.

Lieutenant Lowell H. Smith was for several years a Teacher in one of the Cincinnati German Schools. He is now a Lieutenant in one of the companies raised in Clermont county.

Doubtless this list might be greatly extended, but we have reached the limit of our information in the case. We have the utmost confidence that these "schoolmasters abroad" will do honor to both their present and their past profession. God bless them!

TEACHERS' INSTITUTES.—What do our friends propose to do in regard to Institutes the present summer? It is very important that arrangements be made at once for those to be held during the summer vacation. The success of an Institute depends very much upon the preparation. Then go to work at once, fellow Teachers. Secure a wide-awake and competent corps of instructors and lecturers; rouse up the Teachers of the county; and enlist if possible the Board of Examiners. After the Institute is held, send us a *brief* report of its proceedings. Be sure and report the number of subscribers secured for the *Monthly*; that is always an item of interest.

By reference to our Official Department, it will be seen that the Legislature has provided by law for Union Institutes, two or more counties uniting for the purpose. If the teachers of any county distrust their own resources, let them unite with those of other counties, and get up a first class Institute. The fact that our school revenue is not diminished, puts the teachers of the State under renewed obligations to do their duty faithfully. Let us not be wanting in zeal and activity.

OUR JULY SUBSCRIBERS.—All subscriptions for the *Monthly*, commencing July, 1860, expire with the present number. We are loth to part with our friends whose acquaintance we have so recently formed. Cannot each one and all renew their subscriptions at once? We hope we shall not be obliged to draw red lines through a single name upon our Subscription Books, and for two very good reasons:—we think you need the *Monthly*, and we know we need your *dollar*. Do not wait for an agent or personal solicitations. Enclose a dollar and send it by mail at our risk.

Will not those who have received bills of indebtedness remit the amount due us at once?

PRACTICAL ARTICLES.—In our judgment, the present number is filled with such. Valuable suggestions and sound instruction run all through Mr. Allyn's "Conversations." That "Old School-master" is a practical fellow, and also something of a philosopher.

Mr. Hill's "Arithmetic in School" ought to be read and studied and acted upon by every teacher, and especially the teachers of our Primary and District Schools. It is an excellent article.

Dr. Lord—whose name among our regular contributors, all our readers will heartily welcome—has a timely and felicitous article, full of important and practical suggestions.

The brevity of Pres. Andrew's "Logic" will be a matter of regret to our readers. We hope he will present, in our July number, a fuller discussion of this important subject. Few men in Ohio have done as efficient service in the Common School cause as he. Mr. A. never walks on college stilts.

Mr. Venable's "Prize Essay" will compare very favorably with the best upon the same subject, published in our exchanges. It is last, but, by no means, least.

We pass over our suggestions upon "Teaching Grammar" and our other Editorials, with this question to our readers: "Are we not redeeming our promise "to make the *Monthly* bear directly upon the *every day* work of Teachers?" We think we can do still better with a little more experience.

But, good friends, we need substantial encouragement in the form of bank notes. Subscriptions for the *Monthly* can commence at July or January. We can still supply back numbers.

ATHENS COUNTY SCHOOL EXAMINERS.—In the *Monthly* for last September, reference was made to the official action of the Examiners of Teachers in the county of Athens. We are in receipt of an anonymous communication, dated "Athens, May 15th, 1861," and purporting to be written by a "Member of the Board," which asserts that our representation was founded on "information which was gratuitous if not malicious falsehood." From the statements of the "Member," we are led to believe that great injustice was done the Examiners in our reference to their action. We sincerely regret that we have been instrumental in injuring either the reputation or the feelings of the gentlemen in question. But our reference was based on information given us by gentlemen of the highest character, and who intended no deception.

Monthly News.

CUYAHOGA COUNTY INSTITUTE.—Just as our May number was going to press we received a report of the semi annual meeting of this Institute, held in Brooklyn, commencing April 8th, and continuing five days. Had we space, the report—admirably written by Miss E. Patrick, of Solon—should appear entire.

Having assisted in the organization of this Institute, we feel some pride in its success. It had a small beginning, but now a general interest is felt in its meetings. It has done a good work for the schools of the county.

The corps of Instructors was as follows: Written Arithmetic, M. Tabor; Mental Arithmetic, C. F. Dutton; Primary Reading and Teaching, A. Freese; Elocution, A. A. Griffith; Geography, E. P. Ingersoll; Grammar and Physiology, S. Bigelow.

The following lectures were delivered: "Schools in Europe," Rev. Thomas Corlett; "Theory and Practice of Teaching," R. F. Humiston; "The Claims of Natural Sciences," Mr. Tingley; "The True Teacher," Rev. J. E. Thome; "Penmanship," James W. Lusk.

EXODUS OF TEACHERS.—There seems to be a general stampede of Northern teachers from the South. Three young ladies of Delaware, Ohio, who have been teaching in Tennessee, returned to their homes last week.

TEACHER OF GYMNASTICS.—Mr. C. S. Royce has returned from Boston, and is giving lessons in *Lewis' New Gymnastics*. Mr. R. brings the highest testimonials from Dr. Lewis, and those who have witnessed his exhibitions of the system in the East; but he will hardly need them in Ohio. We all know Mr. Royce to be able to do well what he pretends to do at all.

CHANGES.—Mr. W. R. Pugh has resigned his position as Principal of the St. Clairsville Union School. The Board of Education, in a published card, express great regret at this step, and highly commend Mr. Pugh as a faithful, zealous and competent teacher. Mr. P. was, also, one of the Board of Examiners of Belmont county, in which position, he did a good work. We cordially commend him to Boards of Education wishing to secure the services of an efficient and earnest teacher.

Rev. J. S. Galloway, and his son, J. P. Galloway, Esq., will soon leave Springfield, to take charge of a Seminary in Dayton.

Hon. Harvey Rice, of Cleveland, has been elected President of the Board of Education of that city. Mr. Rice is well known to our readers as a capital school-man. If all the cities in the State were as careful in selecting competent men for their School Boards as Cleveland, we should have better schools.

NOTICES OF SCHOOLS, CORRESPONDENCE, &c.

CIRCLEVILLE.—The Public Schools of this city present the results of efficient supervision. No Superintendent in the State is better paid, less trammelled by unwise legislation, or by outside interference, than Mr. Lynch. The Schools are actually, as well as nominally, placed under his control. In the employment and discharge of teachers, in determining the classification of scholars, the course of study to be pursued, and the special aids and appliances needed for his work, Mr. L. has all necessary power. It is scarcely necessary to add that the Schools are in a high state of efficiency. We believe in one man power in superintending schools, as well as in managing an army or a squadron.

MANSFIELD.—We learn that the Public Schools are in a prosperous condition; that the present term is the best of the year. Mr. J. H. Reed—Secretary of the Ohio Teachers' Association—is Superintendent.

ZANESVILLE.—Mr. Leggett has issued a circular to the patrons of the Schools, urging the prompt and regular attendance of scholars. The circular contains some wholesome advice to parents. We have a very favorable opinion of the Zanesville Schools and intend soon to look through them. In visiting schools, it will be our purpose to gather information valuable to our readers.

SOUTH WESTERN NORMAL SCHOOL.—We have received the catalogue of this Institution. It contains, besides the usual contents of such issues, a presentation of the aims and advantages of the School, its distinctive features, etc. From this we learn that nearly 2000 teachers have been trained more or less in this School; that the scholars need admonition only to prevent excessive study; that boarding is cheap; and, in short, that no School in the West possesses equal advantages for the training of Teachers.

 LETTER FROM DR. LEWIS.

EDITOR EDUCATIONAL MONTHLY:—Permit me to say to your readers that we are making the most complete preparation for the Normal Institution for Physical Education, to be opened on the 4th of July of this year.

In this Institution we shall prepare ladies and gentlemen to teach Gymnastics in the most thorough and scientific manner.

The course will consist of one hundred and eight lessons in Gymnastics, and a regular course of lectures upon Anatomy, Physiology, Hygiene and Gymnastics, by four able professors. Those who cannot attend the full course upon the first visit, can finish it at another time. Let all who desire to know the details of our plan send for a circular, enclosing a stamp.

Please address to

Your obedient servant,

DIO LEWIS,
BOSTON, Mass.

May 20th, 1861.

Official Department.

"OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, May 14, 1861. }

The following laws, pertaining to Schools, were enacted by the General Assembly, during its late session :

AN ACT, to extend the time of payment of section sixteen, township seven, range seven, school lands in Monroe county, (passed February 7, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That a further period of six years, from and after the day the respective installments have, or may fall due, be, and the same is hereby given, to Samuel Johnston, and the other purchasers, of section sixteen (16), township seven (7), and range seven (7), school lands in Monroe county, for the payment of the principal of the purchase money thereof; Provided, that the interest and taxes thereon be punctually paid according to law; and provided, further, that the auditor of said county of Monroe may require additional security for the payment of the principal and interest, if in his opinion the public interest require it.

SEC. 2. This act shall take effect from and after its passage.

AN ACT, extending the time for making reports by school boards, in certain cases, (passed March 1, 1861.)

WHEREAS, The boards of education of the towns and townships herein-after named, to wit: Brecksville, Solon, Chagrin Falls, Bedford township, and Bedford village in the county of Cuyahoga, Genoa, in the county of Delaware, Huron, in the county of Erie, Addison, Greenfield, Raccoon and Springfield, in the county of Gallia, Darby, in the county of Madison, Malta, in the county of Morgan, Jefferson, in the county of Noble, Congress, in the county of Wayne, and Liberty, in the county of Wood, have each failed to make report to their several county auditors, of enumeration, statistics, etc., in manner and form and within the time, as required of them by the 19th section of the "act to provide for the re-organization, supervision and maintenance of common schools," to entitle them to share in the distribution of public school funds. Therefore,

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the time fixed by law for making reports by school boards, so far as it relates to the several boards hereinbefore named, be and the same is hereby extended to the tenth day of April next. And the auditors of the respective counties in which the said delinquent school boards are severally located, upon the filing in the office of each of said auditors, by the said

school boards, of the report required of them by the 19th section of the school law, within the time prescribed in this act, are hereby authorized and required to draw orders upon their county treasuries in favor of said township or town school board, as the case may be, for the proportion of school funds due them; and it is hereby made the duty of the several county treasurers thus drawn upon to pay the said orders the same as though the original section 19 of the school law had been duly complied with.

Sec. 2. This act shall take effect upon its passage.

AN ACT, to amend an act entitled an act for the better regulation of the public schools in cities, towns, etc., passed February 21, 1849, (passed March 6, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That section twelve of said act be so amended as to read as follows:

Section 12. It shall be the duty of said board to keep said schools in operation not less than thirty nor more than forty-four weeks of each year, to determine the amount of the annual tax to be raised for the purpose aforesaid, including all the necessary expenses of said schools, except for the erection of school houses and the purchase of sites; and on or before the first day of July, of each year, to make known the amount of such tax to the auditor of the county in which said district is situate, and thereupon it shall be the duty of said auditor to assess the same upon the taxable property of the said district as the same appears on the grand list in his office, and the said tax shall be collected by the county treasurer in the same manner and at the same time with the State and county taxes, and when collected shall be paid over to the treasurer of said board: Provided, however, that the tax to be assessed under this section shall not exceed four mills on the dollar upon the taxable property of said district, as the same appears upon the grand list: Provided, further, that in case the amount so authorized to be raised, together with the other school moneys of said district, shall be insufficient to support said schools for the portion of the year mentioned in this section, that said board of education may require such sum as may be necessary to support the same for the residue of said time, to be charged at the discretion of said board upon the tuition of the pupils attending such schools: Provided, however, that the children of indigent parents, or orphans who are unable to pay such charges, shall not be excluded from said schools for the non-payment of the same; and it shall be the further duty of said board to keep an accurate account of their proceedings and of their receipts and disbursements for school purposes, and at the annual meeting for the choice of directors in said district to make report of such receipts, and the sources from which the same were derived, and of said disbursements and the objects to which the same were applied; and they shall also make report at the same time of such other matters relating to said schools as they may deem the interest of the same to require.

SEC. 2 And be it further enacted, that said section twelve be and the same is hereby repealed.

SEC. 3. This act to take effect from and after its passage.

AN ACT, to regulate the sale of ministerial and school lands and the surrender of permanent leases thereto, (passed March 9, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That all those lands, granted by the Congress of the United States for religious purposes, known as section twenty-nine, may be sold or the permanent leases thereto surrendered, and that said sale or surrender shall be regulated by, and conducted according to the provisions of an act to regulate the sale of school lands, and the surrender of permanent leases thereto, passed April 16, 1852.

SEC. 2. That section sixteen donated and set apart for the support of schools, and section twenty-nine for the purpose of religion, or lands granted in lieu of either, by the directors of the Ohio Company, on the 7th day of January, A. D. 1796, in the following original surveyed townships within the Ohio Company's purchase, to wit: township number eight, in range number twelve; township number seven, in range number thirteen; township number eleven, in range number fourteen; township number thirteen, in range number fifteen; and townships number eight, nine, ten, eleven, twelve and thirteen, in range number sixteen, may be sold, or the leases thereto, whether permanent or otherwise, surrendered, and that said sale or surrender shall be regulated by, and conducted according to, the provisions of the act referred to in the first section of this act, and the lessees of any of said lands holding leases, for any term less than ninety-nine years, shall be permitted to surrender their said leases in the same manner and be entitled to all the benefits of the said act as if their leases were for ninety-nine years.

SEC. 3. This act to be in force from and after its passage.

AN ACT to amend section two of an act to regulate the sale of school lands and the surrender of permanent leases thereto, (passed March 21, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That section two of said act be so amended as to read as follows:

Section 2. In cases where there has been no vote taken for the sale of any such land, the trustees of any original surveyed township to which such lands may belong, shall at least thirty days prior to the taking of any such vote, cause not less than eight notices to be posted up in as many of the most public places of such township, notifying the legal voters, resident therein, to meet at some convenient place and time therein specified, and then and there cast their ballots for or against the sale of any such lands belonging to such township, and if such vote result in a refusal to sell said lands, the trustees may, in the same manner, authorize the taking of a subse-

quent vote or votes, as often as they may deem proper: Provided, that no such subsequent vote shall be taken until one year shall have elapsed since the last preceding vote.

SEC. 2. That section two of an act entitled "an act to regulate the sale of school lands and the surrender of permanent leases thereto," passed April 16, 1852, be and the same is hereby repealed.

SEC. 3. This act shall take effect and be in force from and after its passage.

AN ACT to amend the third section of the "act to provide for the sale of section sixteen in Delhi township, in the county of Hamilton," passed March 14, 1837, (passed April 3, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That section three of an act to provide for the sale of section sixteen, in Delhi township, in the county of Hamilton, passed March 14, 1837, be and is hereby so amended as to read as follows:

Section 3. That said auditor shall then proceed to sell said lands in such tracts or lots, on such credit and at such price (provided that it shall not be less than the appraised value thereof, made as aforesaid, nor for less than five dollars an acre), as said trustees may direct, and the money, when due, shall be paid over to the treasurer of state as directed by the act aforesaid: Provided, that the interest on said moneys shall be paid annually over to the township treasurer of Delhi township, and applied by them to the support of common schools in said township, agreeably to the laws regulating common schools; and provided, further, that in case any purchaser at the first sale, or his assignee, shall fail to make payment of the sum by him bid therefor, said land shall not be sold at any subsequent sale for less than shall be sufficient to pay all the purchase money due the state, and all expenses incident to such sale, together with any previous sale, and also all taxes and penalties due thereon. And if at any time previous to such sale such purchaser or assignee shall pay up all sums due as aforesaid, then the said sale shall be suspended.

SEC. 2. This act shall take effect from and after its passage.

AN ACT further defining the duties of boards of education for incorporated cities, towns, villages, and independent school districts, (passed April 4, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the board of education for any incorporated city, town, village or independent school district shall prepare, or cause to be prepared and forwarded to the county auditor, on or before the first day of October, a statement exhibiting a true account of all the receipts and disbursements for school purposes, and such other statistics and information as the State Commissioner of schools may require.

AN ACT to relieve the lessees, assignees and equitable holders of the unsold school lands belonging to town number three, range number eleven, in the Ohio Company's purchase; and to authorize the lessees, assignees and equitable holders of said lands to surrender their leases and receive deeds, (passed April 4, 1861.)

WHEREAS, It is represented to this general assembly that certain lands heretofore granted by congress to original surveyed town number three, range number eleven, in the Ohio company's purchase in lieu of six-eighths of section number sixteen of said township, in Meigs county, are so subdivided that a portion of said lands lie in each of three townships and two counties, to wit: in Chester and Bedford townships, in Meigs county; and in Carthage township, in Athens county; and,

WHEREAS, It is further represented, that no uniform valuation can be had of said lands by reason of their location, and that great trouble and inconvenience thereof arises in the collecting and appropriating the rents and taxes arising from said lands; therefore,

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the lessees, assignees, or equitable holders of the following school lands, to wit: the northwest quarter of section number twenty-six, township number three, range number thirteen; the east half of the southwest quarter of section eight, township number four, range number twelve, in Meigs county, Ohio; also, the west half of the northeast quarter; the east half of the northwest quarter, and the west half of the southeast quarter of section number eight, town number five, range number twelve, Athens county, Ohio, all in the Ohio company's purchase, be and they are hereby authorized and empowered, at any time within two years from the passage of this act, to surrender their leases, and become purchasers in fee of the tracts specified in the leases so surrendered, upon the terms herein specified.

SEC. 2. That on or before the first Monday in June, in the year of our Lord one thousand eight hundred and sixty-one, the county commissioners of Athens county shall appoint one disinterested freeholder of said county, and the county commissioners of Meigs county shall appoint two disinterested freeholders of said county, who shall proceed, within ten days thereafter, under oath, to make a just valuation of the lands described in section one of this act, and shall return the valuation in writing to the auditor of each of said counties.

SEC. 3. That it shall be the duty of the auditors of the said counties, after the appointment of the appraisers specified in section two of this act, forthwith to give notice to said appraisers in writing of their appointment, and notify them to meet within the time specified in section two of this act, on the first tract of land mentioned in section one of this act, and then and there proceed to make said valuation, and in like manner they shall proceed to appraise the other tracts of land named in section one of this act; Provided, that in making such valuation, the said appraisers shall not take into consideration any improvements made on such lands.

SEC. 4. That the surrender of said leases shall be made to the state of Ohio, for the use of said original surveyed township three aforesaid, the sur-

render to be made in writing, under seal, to the auditor of the county wherein said lands are located, and said auditor is hereby required to enter in a book to be by him provided for that purpose, the date of the original lease, the date of the assignment or other evidence of title, the name of the original lessee, the name of the person surrendering the same, a full description of the tract surrendered, and the rate per acre at which said land was valued, upon the provisions of this act.

SEC. 5. That on the surrender of any such lease, such lessee, assignee, or equitable holder, shall receive from the auditor of the proper county a certificate of purchase for the tract embraced in the lease surrendered, by paying therefor the same price per acre as the same was valued at the appraisalment under the provisions of this act in the manner following: one-twelfth of said purchase money shall be paid at the time of the surrender of said lease, and the residue shall be divided into eleven equal installments, one of which shall be paid annually, from and after the surrender, until the whole is paid, the deferred payments to bear interest at six per cent. per annum, payable annually: Provided, the person surrendering shall be permitted to pay the whole of the purchase money at any time before the same becomes due: and provided further, that no person shall be permitted to make such surrender until all rents due under said leases shall have been fully paid.

SEC. 6. That all payments made under the provisions of this act, shall be made to the treasurer of the county in which said land lies, and the person making the same shall receive from the treasurer a receipt for the money so paid, and shall forthwith deposit the same with the auditor of said county, and said auditor shall give him a certificate, specifying the date of the surrender, the name of the person surrendering the same, a description of the land embraced in the lease surrendered, the amount of purchase money, the number of installments, the amount paid, and when the several installments will become due.

SEC. 7. That when said lessee, or any person holding title under him, shall have paid in full for such tract of land, under the provisions of this act, the said county auditor shall give the person entitled thereto a final certificate, particularly describing the parcel of land so paid for, and the several sums that have been paid thereon; and upon the presentation of said certificate to the auditor of state, the said auditor of state shall make out a draft of a deed to the person or persons entitled thereto, which he shall deliver to the governor, which said deed shall be signed by the governor, sealed with the great seal of the state of Ohio, and countersigned and recorded by the secretary of state, and delivered to the person entitled thereto on demand.

SEC. 8. That if any person who shall have surrendered any such lease as herein provided, or his assignees, shall fail for one year to make payment of any installment after the same becomes due, the said county auditor shall, after giving sixty days' notice, in a newspaper printed in said county, of the time and place and terms of sale, and which notice shall describe the premises to be sold, shall proceed to sell said tract, with all the improvements thereon, at public auction, at the door of the court house in said county, to the highest bidder for cash; Provided, the same shall not be sold for a less sum than remains unpaid

of the purchase money and costs of sale; and after paying out of the proceeds of said sale the costs and purchase money unpaid, the said auditor shall pay over to the person or persons so failing to make payment, or their legal representatives, on demand, any surplus that may remain; and the purchaser at such sale shall be entitled to receive a deed from the governor, on the certificate of the auditor, the same as if he had been the holder of the lease, and complied with all the provisions of this act.

Sec. 9. That the treasurer of said county shall keep separate accounts of all moneys received under the provisions of this act, when, from whom, and on what account each item was received, and it shall be the duty of said treasurer to make out and transmit, on or before the first Monday in January, annually, a transcript of said account to the auditor of state, and the said county treasurer shall pay over annually to the treasurer of state, in February, all the moneys that shall come into his hands under the provisions of this act during the preceding year.

Sec. 10. That all moneys paid into the state treasury under the provisions of this act, shall be appropriated to the support of common schools in said original surveyed township number three, range number eleven, in Meigs county.

Sec. 11. That the compensation of the appraisers contemplated in this act, shall be the same as is paid by law to appraisers of property taken on execution by a sheriff, except that each separate tract of land shall be charged as one appraisement: and, provided, that the expenses of said appraisement shall be paid by the lessees of said land before the return of such appraisement.

Sec. 12. That this act shall be in force from and after its passage.

AN ACT to extend the time for allowing the lessees of section 29, in Springfield township, Hamilton county, to surrender their leases and receive deeds, (passed April 4, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That a further time of two years be allowed the lessees of section 29, in Springfield township, Hamilton county, to surrender their leases and receive deeds, as provided in an act entitled an act relating to section 29, Springfield township, Hamilton county, passed April 12, 1858.

Sec. 2. This act to be in force on its passage.

AN ACT to extend the time of payment of section 16, in the Township of Erie and Clay, being School Lands in Ottawa county, Ohio, (passed April 4, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That a further period of six years from and after the day the respective installments have become, or may fall due, be and the same is hereby given to Philip Newdecker and James Smith, and others, purchasers of section sixteen, townships of Erie and Clay, school lands, in Ottawa county, for the payment of the principal of the purchase money thereof: Provided, that the interest and taxes thereon be punctually paid according to law. and, provided, further, that the

Auditor of said county of Ottawa, may require additional security for the payment of the principal and interest if in his opinion the public interest demand it.

Sec. 2. This act shall take effect from and after its passage.

AN ACT supplementary to an act to encourage Teachers' Institutes, passed February 8, 1847, and the several amendments thereto, (passed April 5, 1851.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That where an association of teachers of common schools, called a teachers' institute, has been or may be formed by teachers of two or more contiguous counties, the county commissioners of each of said counties, are hereby authorized to appropriate for the use of said association, a sum not exceeding one hundred dollars in any one year, from any moneys in the county treasury not otherwise appropriated.

Sec. 2. The moneys so appropriated shall, upon the order of the county auditor, be paid over to the committee of said institute: Provided, that no part of the money shall be ordered by the county auditor to be paid over, except upon the petition of at least twenty practical teachers, residents of the county in which appropriations shall be made, who shall therein declare their intention to attend the meeting of said association.

Sec. 3. It shall be the duty of the officers of every such teachers' institute, to report at the close of the school examiners of the proper county, the name of such teacher in attendance the time of attendance and the amount paid for the use of the institute to the state commissioner of common schools within thirty days after every meeting of the institute, an account of the moneys received and expended by them, and always to report such other matter relating to the institute as the commissioner may require.

AN ACT supplementary to an act entitled "an act for the support and better regulation of Common Schools in the town of Akron," passed February 8, 1847, (passed April 12, 1861.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the boards of education in the town of Akron, or in any city, town or village, which has adopted the act entitled "an act for the support and better regulation of common schools in the town of Akron," passed February 8, 1847, shall have power at their discretion, to provide for the establishment of German schools for the instruction of such youth as may desire to study the German language, or the German and English languages together.

Sec. 2. This act shall take effect and be in force on its passage.

AN ACT to authorize the sale of certain Western Reserve School Lands.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the auditor of state cause to be sold the following lands belonging to the Western Reserve school fund, situate in the county of Defiance, viz: three hundred and twenty acres of land described as follows: the north east quarter and the north west quarter of section twenty-three in township number five, north of range number five, east, in the county of Defiance.

SEC. 2. The auditor shall cause notice of the time and place of sale, which shall be at the court house in the county of Defiance, for six consecutive weeks, in one or more newspapers printed in the county of Defiance, and two newspapers in the city of Columbus.

SEC. 3. The sale shall be at public auction, and shall be made to the highest bidder, and for not less than the appraised value; viz: three dollars per acre for the northwest quarter, and three dollars and twenty-five cents per acre for the northeast quarter, as appraised in 1850 by John Codding, Darius Adams and Dean Clapp. One-third of the purchase money to be paid on the day of sale, one-third in one year, and the remainder in two years with interest, and on payment of the purchase money deeds of conveyance shall be made by the governor, as in other cases.

SEC. 4. The auditor of state shall cause to be paid from the proceeds of the sale, the necessary expenses of conducting the same, and if said land shall sell for a sum exceeding the amount due the state at the date of the sale, from Edwin H. Phelps, a former purchaser, after deducting the necessary expenses as aforesaid, the excess not exceeding the amount which has been paid by said Phelps, and the net proceeds shall be paid into the state treasury to the credit of the Western Reserve school fund; Provided, that said land shall not be advertised or offered for sale prior to the first day of July next, and if the said Phelps shall on or before that day pay or cause to be paid to the auditor of the state of Ohio, one-third of the amount then due together with all interest thereon upon the sale heretofore made to him, and the remaining two-thirds with the interest thereon in two equal annual payments thereafter, and pay the interest annually and shall surrender the certificate of purchase heretofore issued to him, the governor is hereby authorized to execute a deed to said Edward H. Phelps, according to law. But if the said Edward H. Phelps shall fail to make any of the payments herein specified at the time herein limited, then, and in that case, the auditor of state shall proceed immediately to advertise and sell said lands as provided in sections one, two and three of this act.

SEC. 5. This act to take effect from and after its passage.

In publishing these laws, for the sake of economizing space, the names of the presiding officers by whom they were signed, have been omitted.

ANSON SMYTH,
State Commissioner of Schools.

RETURN BILLS.—Subscribers will please return bills with the money if they wish a receipt.

We have enlarged the present number ten pages to make room for our Official Department and Book notices.

The July number will be issued about the 20th inst.

ERRATUM.—On page 190, line 11, for "a mile" read *two miles*.

Book Notices.

McGUFFEY'S NEW HIGH SCHOOL READER: For advanced classes. By W. B. Smith & Co., Cincinnati, O.

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THE SUNDAY SCHOOL TIMES.—In a recent number of the *Monthly* we called attention to certain books which are, in our opinion, adapted to assist Teachers in Sunday Schools. As we, in common with thousands of our Public School Teachers in the State, view Sunday Schools as a highly important department of instruction, we do cordially and earnestly recommend the *Times* as the best periodical, devoted to this interest, with which we are acquainted. It is a large folio, published weekly and edited by Prof. John S. Hart, for many years the distinguished Principal of the Philadelphia High School. For a most interesting sketch of the life and character of Prof. Hart, we refer our readers to page 481 of *Educational Biography*, found in all our School Libraries.

ess, *Sunday School Times*, 148 South Fourth Street, Philadelphia, Pa. 1.00 a year, payable in advance.

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CONVERSATIONS WITH AN OLD SCHOOL-MASTER.

BY ROBERT ALLYN.

METHOD OF RECITATIONS—*Continued.*—"You mean, then, that a teacher is to study his lessons, and especially to methodize his own ideas, and thus to prepare what he is to communicate very carefully?"

"Exactly so," said he. "He is to study what he has to say with as much care and arrange it all as rigidly and as systematically, as the man who wrote the book arranged his thoughts. Here is where teachers fail, particularly young teachers. They do not arrange or systematize. And yet," said he after a slight pause, "I do not know but that I will withdraw a part of my last remark. I think older teachers are almost as apt to be loose in their sentences and instructions, as are those who are younger. Why, I know a man who talks to his scholars with hundreds of superfluous words, and such numerous repetitions of the pronoun personal, that it is really tedious to listen to him. A teacher ought often to use the pen and learn the art of condensation, for the purpose of acquiring the habit of making neat and perspicuous sentences, so that he can assure himself whether his grammatical arrangement is correct, and so that he can re-arrange and prepare for a better construction."

"This," said I, "is making a teacher do a large amount of study and work in the preparation."

"To be sure it is," replied he. "Who ever expected that a teacher should not work, and work hard too? It is his business to do more thinking than any other man in the community, and he is to do this thinking in the most methodical manner possible, for the particular reason that he is to communicate his ideas, and to train other minds to methodical thought by his own will and discipline."

"You give us a hard task, to beat everybody in the community, at this hardest and rarest of works—thinking."

"To be sure I do. This is what a teacher undertakes. He pledges himself, or ought to, to instruct the youth of the land in the art of thinking, and he ought to be an expert at it. Just as a teacher of fencing ought to be an expert in that business, or a teacher of writing an expert in that. This trained and practiced art of thinking should appear in his recitations, and should induce the same methodical habit in all who are with him; and he should be able to induce such a habit without any apparent attempts to do it. A fire never seems to make any attempt to heat a room. It burns joyfully, trying to do one thing—to consume the material on which it has fastened. But in doing that well, it does also produce other effects. So a teacher should come to his recitations with a relish, aiming only to do the one thing, and to do it well. He should be thoroughly prepared and have every thing systematized and arranged with a view to a higher end; never, however, letting that end appear. To resume the illustration a moment ago stated; the fire has no higher end than to burn and consume material. But the fire builder had a higher end in view; and he arranged his means to secure that end. So while the teacher is hearing recitations, he has, or should have, only one end in view. That end may be at the time to communicate information, or it may be to produce discipline. And if he at this moment thinks of no other object, he will undoubtedly best accomplish what he is laboring for. But he also stands to himself, as a mere conductor of recitations, in the same relation that the fire builder does to the fire. He must previously have arranged all these means for a given end, and then that end will be brought out apparently as additional or incidental, while in fact it is the main thing had in view from the very beginning."

"What then do you say, Erastus, should be the mode of conducting recitations?"

"I did not mean to enter very largely upon that subject. I only meant to hint that every thing should be prepared for the recitation beforehand, and that this should be prepared with a well considered plan, for this subject of recitations is one of the most important things that can occupy the attention of a teacher."

"But," said I, "you do not mean to say that recitations are more important than government, do you?"

"Yes, I do; at least, in one sense. They are often—and the work of preparing them is only the root of them—the very basis of government. Neither a family, a school, nor a nation can be governed without business or regular employment. Now, in a school, and, indeed, every where else, there can be no systematic work without some careful examination of what is done or produced."

"How do you mean?"

"Now, if we have men to work in making shoes, or hoes, or wagons, the process must be the same exactly. We must examine the work, and the workman, to know if the work is well done, and the workman is honest and skilful. Nor is the case at all changed if the work done is mental or *thought-work*. We must then examine the work of thinking to see if it be done properly and rightly; to ascertain if the thought produced is true, if it is the one proper for the place, and if it legitimately grows out of the one before it. Then more especially must we examine the verbal expression for that thought as to the words used and their construction into sentences. And lastly and most especially we must examine the thinker himself, to see if he has done all that he ought to do and by the correct method?"

"I hardly see how you will apply this to recitations and other school work," said I.

"Why, in this way," said he, smiling. "Is not every lesson given out to be learned a task to be done? And is not the truth or the idea formed from it a product, in some respects at least, similar to the product of a mine as gold or silver discovered and dug out?"

"Perhaps," said I.

"Perhaps? Why perhaps?"

"Because I am not quite sure that thought or ideas can be measured or weighed like so many yards of cloth, or bushels of potatoes, or so much gold or iron, or beef or pork."

"Most certainly not. But they are surely the products of the mind just as the gun or the wagon, before named, is the product of the hand. And we are as certainly endowed with facilities capable of examining these mental or thought products, as we are possessed of senses and powers able to weigh and measure the material products of our handicraft skill. When we have thought, we can stop and examine both the product of thinking, and the process by which we reached it."

"I am not," said I, "so much desirous of a philosophical analysis as I am of a practical answer to a question started a long time ago, 'How shall a recitation be conducted?'"

"That answer will depend very much upon what we say about the philosophy of the thing, or, in other words, upon the subject of recitation, the character of the one reciting, and the end had in view in his learning."

"So we said before. But how are we to examine the product of the child's mind? For I think it is the drift of your remarks that we are in our recitations to examine this, and it is not material."

"How would you examine a musket?"

"But that is material. Yet I would apply a line of measure to be sure it had the proper length, circumference of barrel, bore and stock. I would weigh it to find the amount of metal, and I would test its strength and accuracy by firing it."

"Bravely said. Now I would examine a scholar's thought in a manner precisely similar; only instead of the *line*, as a rule or measure, I would use the *point* of interrogation. I would ask him about the exact ideas, and then the precise words, then the meaning of those words, and finally I would inquire as to the extent and limit of the thought in the lesson to be learned, till I was satisfied he not only *knew but could tell it*."

"Would you ask questions or compel him to repeat from memory?"

"Chiefly, I would ask questions. The question or *interrogation point* is the most potent implement a teacher can wield. It is better than the rod, or even than a reward. It is more effective

than a lecture or than even a scolding. It is applicable to every thing and to every occasion. And the teacher who knows how to use it is a master of his profession. Yet how many are there who do not know how to ask questions! They are neither Yankees nor Westerners in spirit, no matter what may have been the locality of their birth. To know what is a question, is not a small accomplishment. To know how to frame one that shall not tell its answer and shall nevertheless suggest a thought, is a greater art. But to make questions that shall, in the first place, bring before the mind of the scholar the truth he has learned, and shall secondly, teach him a higher truth, is the most difficult of all tasks. But, in addition, to make a series of questions such as shall exhaust every paragraph and sentence of any given topic, and shall not fail to show their connection and dependence, is an evidence of the highest degree of pedagogic skill."

"I find a great difference among teachers in their manner of asking questions. More by far than in the explanations which they give of the topics and processes in recitations."

"There is the same difference here as elsewhere, only the neatness or slovenliness of a teacher's questions appears more manifestly than almost any other part of his work, saving only his government."

"How would you ask questions? For I must recur to my point once more."

"I am in doubt how to answer you. Not because I have not a theory on this subject; nor yet because I have not practiced upon it; but rather because my theory and practice may possibly mislead somebody who shall attempt to do exactly as I do. Any one who will not think carefully and accurately enough about a theory to change it in some points to adapt it to his own mental and habitual peculiarities, will often be damaged by having a theory given to him. I will, however, try to accommodate you and run the risk of hurting you.

Your request to tell how to ask questions, properly divides its answer into parts. What form and body shall a question take? And what shall be the manner of putting these questions to a class in recitations? As to the questions themselves, there are several requisites. Firstly, a question should be brief. If it is not, it will be too hard for the scholar to remember the whole of

it, and, of course, he cannot reply to every part in its proper order. Secondly, it should be so framed that no part of it, save possibly the leading word indicating the topic, can be used in the answer. These two requisites apply to each question taken singly. But in every recitation there must be a series of questions; and this series will demand two other things, to wit: No question ought to include what another has asked, unless the teacher, as he will occasionally, designs to repeat or emphasize something already gone over; and the whole series should completely exhaust the subject under consideration. In addition, or rather presupposed in all cases, the words in which a question is couched, and their arrangement should be simple, precise, perspicuous and correct as to syntax and logic.

Now as to the other part of your request. How shall questions be put to a class? The teacher must have studied his lesson not only to find out its meaning, but also to know how to ask questions upon it. And when his class is before him, he should ask a question distinctly and pertinently, looking at no member of his class, and after a pause long enough for every one to have thought of the answer, he should indicate the one who is to answer, and wait a proper time for a reply. If no reply is given, he should never repeat the question, but call upon another—not the one sitting by the side of the first—for the answer. And so go on till the whole topic has been exhausted in all its branches and connections. The questioner will add, as he goes along, as many comments, illustrations, or remarks of his own as may seem necessary, but he should never bring in matter totally unconnected and irrelevant to what is taught. The result of this mode of asking questions will be, that every scholar will answer every question in his own mind, and will be attentive to every thing that comes up, and if any one, in any part of the class, becomes careless, the point of interrogation should be at once applied to him, asking if the last answer given was correct. What it was, and what should have been added or left out to make it perfect. Such a mode of questioning in a large class may become very exciting, and will keep every mind on the keenest stretch of thought. But the teacher must never let any one of the class know, even by a look or a movement of the head, who is to be called on, till the name is given out, and then let it be understood that he must an-

swer or be disgraced. Do not let your questions be indistinctly spoken, and do not tolerate any indistinct, mumbling, half conceived, stammering answers. Secure in your own case, clearness of ideas, perspicuity and definiteness of language, and distinctness of enunciation for all your questions, and demand that your scholars shall imitate you in all these particulars."

"I think," said I, "that I understand you and shall profit by this very long conversation. Shall we not talk again?"

"With all my heart, but on another topic, if you please."

OBJECT LESSONS.—PESTALOZZIAN TEACHING.

BY CHAS. S. ROYCE.

Much has been said and written, of late, upon Object Lessons; and *something* has been *done* towards introducing such lessons into our Schools. But what has been done, has been, for the most part, wanting in system, and, therefore, wanting in thoroughness. It is not to be wondered at, that there should be a want of system in this matter; for those of us who are now teaching have had no opportunities for the study and thought necessary to reduce object teaching to a system.

So far as I am acquainted with our Public Schools, this has been best done in the Schools of Oswego, New York. There, and in the Schools of Syracuse, New York, no child is taught to read until he can think and express his thoughts in conversation. I saw this, more especially, in the Schools of Syracuse in 1858; when, at the opening, the Superintendent kept close watch that no Primary Teacher should commence the reading lessons, until the children could answer with freedom, child-like of course, upon what was passing under their notice.

In the last Annual Report of the Board of Education of the City of Oswego, the Secretary, Mr. E. A. Sheldon, says: "As in transplanting the tree from the nursery to the orchard, its continued life and unchecked growth demand that there should be as little change of circumstances, as to soil, climate, and position as

possible; so in the transfer of the child from the nursery to the school-room, he should be led to feel the change as little as possible. Hence, we begin with

CONVERSATIONAL EXERCISES,

In which home interests of every description—the toys, and pets, all the little treasures of home, the plays, the employments of mother, father, brother, or sister, things seen on the way to or from school, objects familiar to them—are subjects of conversation. The Teacher must begin at a point where the child feels an interest, and that which has been in the line of his home education. * * *

“We feel in no haste to have them say their a-b-c. Our first aim is to acclimate them to the school-room, make them feel at home, and free to express their simple thoughts.”

By the same Report, we learn that in the programme for the Primary Schools, there is, for a long time, as much attention given to Object Lessons as to reading and spelling. These lessons form a part of the regular duties of each day. To give subjects for conversation, lessons upon size, color, weight, number, pictures of common objects, of the human body, etc., form a part of the daily exercises.

The Report says: “Our aim is so to vary the exercises as never to weary the children; but always to keep up a pleasant, intimate, cheerful state of the mind.” Though this improvement in teaching has been reduced to a system in Oswego, it seems that even they are behind the “Mother Country,” in this work.

In 1836, an Institution known as the “Home and Colonial Training Institution for the Instruction of Teachers, and for an Extension of Education on Christian Principles,” was established in London, by a society. In that Institution, they acknowledge as the basis of their instruction for young children, the *Pestalozzian* principles. This school has prepared, and sent into the field, about 3000 female Teachers; and they are “adding to that number about 250 annually.”

From the papers which I have seen, issued by the “Home and Colonial Society,” that founded and sustains the “Training Institution,” I must think that these Teachers are better prepared to

teach *young* children than any like number that have left the halls of any other Institution.

“Who was Pestalozzi, and what were his principles of Education?”

I wish that the readers of the *Monthly* might receive a reply to the first part of that question, from the pen of Mr. Sulist of Franklin Mills, Portage county, Ohio; from whom I recently heard a very interesting and instructive lecture upon the Life, Labors and Trials of Pestalozzi.

I will merely say that Pestalozzi was born at Zurich, Switzerland, in 1745, and spent a life of eighty-one years, mostly as a Teacher of children; during which time he did more to reform the modes of teaching children than any other man of whom I have any knowledge.

In reply to the second part of my question, I will make some quotations from papers printed for the Home Colonial School Society:

“Pestalozzi taught that reading, writing, and arithmetic were not the real elements of instruction, but that a simple and more natural foundation must be sought. The basis of all sound knowledge, argued he, is the accurate observation of things acting on the outward senses. Unless physical conceptions be formed with distinctness, our abstractions will be vague, and our judgments and reasonings unstable. The first object then in education must be to lead a child to observe with accuracy; the second, to express with correctness the result of his observation. The practice of embodying in language the conceptions we form gives permanence to the impressions, and the habit of expressing ourselves with the utmost precision of which we are capable, mainly assists the faculty of thinking with accuracy and remembering with fidelity.” * * *

“It was proposed to bring education more in contact with the child's own experience and observation, and to find in *him* the first link in the chain of his instruction. In the execution of this plan, a series of engravings was provided, representing the objects that are familiar to children, and the lessons consisted in naming their parts, their structure and their use. One day, however, the master having presented to his class the engraving of a ladder, a lively

little boy exclaimed, "But there is a real ladder in the court-yard; why not talk about it, rather than the picture?" * * *

"The boy is right," said Pestalozzi, "the reality is better than the counterfeit; put away the engravings and let the class be instructed by means of real objects."

"The plan was adopted, and it has produced a great revolution in elementary education; greater, perhaps, than any other change which has been yet adopted."

Thus it was that Pestalozzi gradually developed a system of teaching by "Object Lessons," which, I have already said, is made the basis of instruction in the Training Institution of London. I have also said, that the Schools in our country, which I consider foremost in this improvement, are behind the Home and Colonial Training Institution.

The Board of Education of Oswego, have *practically* said: "*We are behind in this matter, but we will not long remain so.*"

They have employed Miss Jones, a lady who, for the past fifteen years, has been engaged in preparing teachers for the important work of Primary Instruction on Pestalozzian principles, in the above named Institution, to come from London and spend one year in instructing the Oswego Teachers how to teach upon the same principles.

She entered upon her duties about the first of May; and she is fully meeting the expectations of the Board and the Teachers.

As persons in different sections of the country have expressed a desire to avail themselves of this opportunity of becoming acquainted with this system, the Oswego Board have decided to organize a class for the accommodation of such persons, to commence on the sixth of August. It will require until the first of May next to complete the entire course.

It is to embrace thorough instruction in Pestalozzian methods of teaching, and a practical application of them in the school-room, including practically, "Lessons on Objects, Natural History, Color, Form, Place, Physical Actions, Moral Instruction, Number, Reading, and lessons on School Organization and Discipline. The full course also embraces thorough instructions in Botany, Zoology, Geology, Mineralogy, Drawing, and Mental Philosophy." It will be optional with this class to take these subjects of study or not, as they please. No person will be admitted, however, who

has not already a thorough knowledge of the common English Branches, such as are pursued in our best High Schools and Academies.

I *do* hope that this rare opportunity for becoming acquainted with this system will be embraced by a score of Buckeye Teachers. Why can not every Normal School and every City in Ohio be represented in that class?

I am unable to state what the expense will be. For particulars, those concerned will do well to address E. A. Sheldon, Secretary of the Board of Education, Oswego, New York.

NORWALK, June, 1861.

THE WORD METHOD.—ITS ABUSE.

My bones ache when I recall the first reading exercises of the old District School. It followed weeks of drumming upon the alphabet and the abs. I can hear the horrid drawl now. Listen! *Urchin, at the top of his voice.* F-i-r-e (Teacher, *fire*) FIRE, b-u-r-n-s (T. *burns*) BURNS, w-oo-d (T. *wood*), WOOD, a-n-d (T. *and*), AND, c-o-a-l (T. *coal*) COAL. What a relief it was when the young tyro reached the point of spelling the words *in a whisper*! The relief was complete when he was permitted to "spell the words to himself." But what intervals! The words came forth from the dull urchin's throat like minute-guns, signaling vocal distress! No wonder he stretched them as much as possible to relieve a part of the painful suspense. Is it possible that one reader of the *Monthly* is now guilty of teaching (?) little children in a manner so unphilosophical, stupid, and lazy? (O for more adjectives!) If so, I hope he will at once join the "Rebel Army" and be placed in the front ranks. I am now sufficiently calm to offer a few thoughts upon the "better way."

There are three distinct methods of teaching children to read, viz: the A B C Method, the Phonetic Method and the Word Method. By the first an attempt is made to teach words through the *names* of the letters composing them; by the second, words are reached through their elements or the sounds of the letters composing them in phonetic print; by the third, words are at first taught directly, not only as means of *starting* the child in the

reading art, but also as an introduction to letters and spelling. A modification of the phonetic method uses the English instead of the phonetic print. Words are first taken up in which the vowels have their short sound and the consonants but one sound. The child is taught the *sounds* of these letters instead of their names, and these sounds combined lead to the word. Other sounds of the vowels and consonants are gradually introduced.

It is not my present purpose to compare these different systems, further than to state that the old A B C method is by far the least meritorious. It is neither analytic nor synthetic. The word is not made up of the *names* of the letters as component parts. The fact that b-o-y spells boy, the young learner never gets from the names of the letters. In his first essays at reading, he learns the word and afterwards its orthography; and the effort to read the word through its letters only serves to confuse. The mere names of the letters is without doubt an actual hindrance to the child in word-learning. This remark, however, is only true in his earlier efforts. As soon as the child has progressed far enough to know the power of the more common combinations of the letters—an indistinct notion of its sound or power being at length associated with each letter—he then may and does reach the word through its letters. The common idea that the Word Method ignores the alphabet and spelling, is incorrect. It only postpones them until the child has become familiar with a sufficient number of words to make their acquisition speedy and pleasant. In my judgment, the first analysis of words should be taught by means of the *sounds* of the letters rather than by their names. This appeals directly to the ear as well as to the eye. The child is thus led, at once, to the names of the more common combinations of letters, which serve as a *key* in learning words into which they enter. In spite of the “barbarisms” of our language, of which we hear so much, it is by no means true that “the child must be told the name of every new word he meets.” In his first essays at reading, he must be. But a knowledge of orthography and especially of the elements or sounds of letters will soon enable him “to make out his own words” with considerable certainty.

Here lies the common abuse of the word method. Imbued with the false idea that the letters are of no assistance in learning

words, the teacher carries *mere word-learning too far*. It is my opinion that the exclusive teaching of words should cease just as soon as the child has acquired sufficient skill to read, naturally and with ease, a printed page composed of words he knows at sight. This will usually consume from eight to ten weeks and will necessitate the acquisition of one hundred to one hundred and twenty words. The result of a year's teaching of an ordinary scholar should not be the mere fact that he can call two or three hundred words at sight and read fluently any sentence composed of them. He can also be taught the alphabet, the orthography of each of these words and be able to separate them readily into their elements. With this knowledge, he will be able to name many new words and make rapid progress in reading and spelling.

It was my purpose when I commenced this article, to offer a few practical suggestions to Teachers using the word method.

1. Aim at first at just one result, viz: *a natural and correct style of reading*. To this end, teach at first words, omitting entirely the names or sounds of letters. Do not attempt too much. Two words each day will be good progress for the first month or two. Fix these words in the memory by all possible means. Avoid routine.

2. Do not commence upon the reading exercise until the class can call every word in it at sight and *without the least hesitation*. I have known Teachers to assign for a lesson a part of the new words at the head of the lesson and also a part of the reading exercise. This is certainly wrong, inasmuch as the sentences to be read may contain words not yet learned. First teach *all* the words and then attend to sentence reading.

3. Establish at once habits of study. Some Teachers seem to think that there is nothing for the word-method scholar to study. Not so. There are words to fix in the memory and sentences to be read over. As fast as the words are gone over in the class, they should be familiarized in the seat. Let every word learned be neatly printed upon the slate.

4. Do not fall into the pernicious habit of reading each sentence, one or more times, before the scholars are permitted to *make an attempt*. This will kill all study and self-reliance. Let the scholar first *try*. If he knows the words, he can call them without your assistance. His mistakes in articulation, emphasis,

etc., can then be corrected. The teacher should read much it is true, but always at the proper time.

5. Do not keep the class too long upon the floor. A five minutes' recitation with a wide-awake class is better than a half-hour's dull routine. Let the exercises for little children be short and frequent.

7. In making the transition from mere word-learning to spelling, *be thorough*. Take a single word and teach the letters or sounds of which it is composed. Drill until the class is familiar with them. Then take another word, and so on. *Never permit scholars to spell by wrote*. Let them name the letters in each word forwards and *backwards*. I have found classes that could spell orally scores of words and yet they did not really know half a dozen letters. If a child picks this up from hearing older scholars spell, it is not the teacher's fault; but when such results follow regular drills in spelling, the teacher is inexcusable.

7. When the word-method as such is left, continue to familiarize all new words before an attempt is made at the reading exercise. Stumbling and hesitancy in calling words when reading are wholly unnecessary. Preface every reading lesson by an exercise in spelling. Do not limit yourself to the words in columns at the head of the lesson. Pronounce the words in the sentences to be read. Let these be studied by the scholar as a part of the preparation of the reading lesson. Spell first and read afterwards.

PUBLIC SCHOOLS *vs.* SERVICE.

[This article (the heading is ours), from the pen of Dr. Holland, (Timothy Titcomb,) is one of a series of "*Essays on Human Life*," which he is writing for the *Springfield Republican*. It contains a grave charge against the influence of our Public Schools. If true, a reform is needed. See editorial comments—Eds.]

A venerable gentleman, who once occupied a prominent position in a leading New England College, was remarking recently upon the difficulty which he experienced in obtaining servants who would attend to their duties. He had just dismissed a girl of six-

teen, who was so much "above her business" as to be intolerable. The girl's father, who was an Englishman, called upon him for an explanation. The employer told his story, every word of which the father received without question, and then remarked with considerable vehemence, "*it is all owing to those cursed public schools.*" The father retired, and the old professor sat down and thought about it; and the result of his thinking did not materially differ from that of the father. It was not, of course, that there was any thing in the studies pursued which had tended to unfit the girl for her duties. It was very possible, indeed, for the girl to have been a better servant in consequence of her intelligence. There was nothing in the English grammar or the multiplication table to produce insubordination and discontent. There was nothing in the whole case that tended to condemn public schools, as such; but it was the spirit inculcated by the teachers of public schools, which had spoiled this girl for her place, and which has spoiled, and is still spoiling thousands of others.

Let us look for a moment into the influence of such a motto as the following, written over a school-house door—always before the eyes of the pupils, and always alluded to by school committees and visitors who are invited to "make a few remarks:" "*Nothing is impossible to him who wills.*" This abominable lie is placed before a room full of children and youth, of widely varying capacities, and great diversity of circumstances. They are called upon to look at it, and believe in it. Suppose a girl of humble mental abilities and humble circumstances looks at this motto, and says: "I 'will' be a lady. I 'will' be independent. I 'will' be subject to no man's or woman's bidding." Under these circumstances, the girl's father, who is poor, removes her from school, and tells her that she must earn her living. Now, I ask what kind of a spirit she can carry into her service, except that of surly and impudent discontent? She has been associating in school, perhaps, with girls whom she is to serve in the family she enters. Has she not been unfitted for her place by the influence of the public school? Have not her comfort and her happiness been spoiled by those influences? Is her reluctant service of any value to those who pay her the wages of her labor?

It is safe, at least, to make the proposition, that public schools are a curse to all youth whom they unfit for their proper places in the world. It is the favorite theory of teachers, that every man can make of himself anything that he really chooses to make. They resort to this theory to rouse the ambition of their more sluggish pupils, and thus get more study out of them. I have known entire schools instructed to aim at the highest places in society, and the most exalted offices of life. I have known enthusiastic old fools, who made it their principal business to go from school to school, and talk such stuff to the pupils as would

tend to unfit every one of humble circumstances and slender possibilities for the life that lay before him. The fact is persistently ignored, in many of these schools, which are established emphatically for the education of the people, that the majority of the places in this world are subordinate and low places. Every boy and girl is taught to "be something" in the world which would be very well if being "something" were being what God intended they should be; but when being "something" involves the transformation of what God intended should be a respectable shoemaker into a very indifferent and a very slow minister of the Gospel, the harmful and even the ridiculous character of the instruction becomes apparent.

There are two classes of evil results attending the inculcation of these favorite doctrines of the school teachers: first, the unfitting of men and women for humble places; and second, the impulsion of men of feeble power into high places, for the duties of which they have neither natural nor acquired fitness. There are no longer any American girls who go out to service in families. They went into mills from the chamber and the kitchen, but now they have left the mills, and their places are filled by Scotch and Irish girls. Why is this? Is it because that among the American girls there are none of poverty and humble powers? Is it because they are not wanted? Or is it because they have become unfitted for such services as these, and feel above them? Is it not because they have become possessed of notions that would render them uncomfortable in family service, and render any family they might serve uncomfortable? An American servant, who good naturedly accepts her condition, and knows and loves her place, who is willing to acknowledge that she has a mistress, and who enters into her department of the family life as a harmonious and happy member, may exist, but I do not know her. People have ceased inquiring for American servants. They would like them, because they are generally, intelligent and Protestant, but they cannot get them, because they are unwilling to accept service, and the obligations and conditions it imposes. Where all the American girls are, I do not know. I can remember the time when thrifty farmers, mechanics and tradesmen took wives from the kitchens of gentlemen where they were employed—good, intelligent, self-respectful women they were, too—who became modest mistresses of thrifty families afterward; but that is all done with now. Under the present mode of education, nobody is fitted for a low place, and everybody is taught to look for a high one.

If we go into a school exhibition, our ears are deafened by declamation addressed to the ambition. The boys have sought out from literature every stirring appeal to effort, and every extravagant promise of reward. The compositions of the girls are of the same general tone. We hear of "infinite yearnings," from

the lips of girls who do not know enough to make a pudding, and of being polished "after the similitude of a palace," from those who do not comprehend the commonest duties of life. Everything is on the high pressure principle. The boys, all of them, have the general idea that everything that is necessary to become great men is to try for it; and each one supposes it possible for him to become Governor of the State, or President of the Union. The idea of being educated to fill a humble office in life is hardly thought of, and every bumpkin who has a memory sufficient for the words repeats the stanza:

"Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Footprints on the sands of time."

There is a fine ring to this familiar quatrain of Mr. Longfellow, but it is nothing more than a musical cheat. It sounds like truth, but it is a lie. The lives of great men all remind us that they have made their own memory sublime, but they do not assure us at all that we can leave footprints like theirs behind us. If you do not believe it, go to the cemetery yonder. There they lie—ten thousand upturned faces—ten thousand breathless bosoms. There was a time when fire flashed in those vacant orbits, and warm ambitions pulsed in those bosoms. Dreams of fame and power once haunted those hollow skulls. Those little piles of bones that once were feet ran swiftly and determinedly through forty, fifty, sixty, seventy years of life; but where are the prints they left! "He lived—he died—he was buried"—is all that the headstone tells us. We move among the monuments, we see the sculpture, but no voice comes to us to say that the sleepers are remembered for anything they ever did. Natural affection pays its tribute to its departed object; a generation passes by, the stone grows grey, and the man has ceased to be, and is to the world as if he had never lived. Why is it that no more have left a name behind them? Simply because they were not endowed by their Maker with the power to do it, and because the offices of life are mainly humble, requiring only humble powers for their fulfilment. The cemeteries of one hundred years hence will be like those of to-day. Of all those now in the schools of this country, dreaming of fame, not one in twenty thousand will be heard of then—not one in twenty thousand will have left a footprint behind him.

Now I believe that a school, in order to be a good one, should be one that will fit men and women, in the best way, for the humble positions that the great mass of them must necessarily occupy in life. It is not necessary that boys and girls be taught any less than they are taught now. They should receive more practical knowledge than they do now, without a doubt, and less

...the ... will be ... and your ... a strong ... And on a ... with ... or no ... but do ... every child you ... it might ... neglect, ... the teacher, ... really loved ... ignorant ... if he ... for his wel ... your only ... instruction, is ... When ... observe.

carefully, all who seem to you in any manner, and from any cause, unprepossessing. From these, select, mentally, all such as are most decidedly repulsive. These are to constitute your *first class*, that is, first in your affections. Do not, at this critical moment, hesitate, frame to yourself compromises, grow nervous, take half a day to consider some particular cases, fear that you are not *adapted* to the work, and finally conclude "to pass by on the other side." Promptly take these repulsive children lovingly to your heart. Give to each of them the first moments of special attention that can be spared from the more general duties before you. Make their intimate personal acquaintance as rapidly as you can, and, in doing so, watch carefully for their *best qualities*. You will discover in each something you will like. Take this for an axiom. Do not rest satisfied until you have seen *much* that is *peculiarly* good in the most unpromising child. In their past history, you will also find something to excite your sympathies and call forth your affections.

And, then, you must be *very* reasonable and *very* charitable in your judgments of the faults of an erring child. But you intend to be so now. Probably. But do you always stop and reflect before you give or withhold your sympathies? Do you constantly consider how slight and shadowy are the reasons for censuring a child for anything wrong or repulsive in its present condition? *What agency has the child*, in its present state of orphanage, in the poverty, ignorance or intemperance of its parents, in its coarse and slovenly apparel, or its lack of fine features, fine form and fine manners, in the physical deformities it has inherited, in the fact of its native or alien birth, or of its African or Caucasian lineage? And what do you say of the principle of loving only what is attractive to the eye, of keeping your affections *all* for the beautiful, or directing your thoughts and your talents *only* to subjects of refinement and grandeur, of treating the innocent as guilty and of refusing to see and acknowledge a brother or sister in any child which God has created?

Straight and plain is the path of duty, yet, just here, to the teacher, there is danger—danger of knowing and not doing, of thinking and not loving. There is duty and safety only in a single line of conduct. You must study to *alleviate* the misfortunes, to *remedy* the wrongs and injustice you witness, and to lighten, with

the warm sunshine of your affection, the dark pathway of every unfortunate child before you. Thus must your labor of love, and *your love of your labor*, begin in the school-room. Thus must the "favorable circumstances" occur for you to love more of your pupils.

Take the remaining unprepossessing members of your school for the *second class*—second in your attentions—and apply the same general principles of treatment as to the first.

Lastly—Your entire school is to live and flourish only in an atmosphere of affection. Children can be truly happy only when they are loving and being loved. This is one of the *necessities* of childhood. The senses and sensibilities first, afterwards the intellect and reason, is the order of development ordained by Providence. No ingenuity can evade this law, no substitution of the intellectual treasures of the teacher for heartfelt regard, can satisfy the wants of the little child. The perfect assurance that *my teacher loves me*, is ever to the young a fountain of deep and fervent joy. Books and school exercises may awaken a transient interest, but sympathy and affection will be spontaneously sought from associates, from equals, from parents, guardians and teachers, and always be to children their chief source of happiness.

But, further, a happy childhood has a direct and important connection with a future happy life. The recollection of early happy hours, of mutual confidence, mutual respect and affection among associates, is, at least, *some* security in an hour of temptation. Faith in goodness, in virtue, in God, is strengthened by the consciousness of all we have felt or known of virtue before. Gloomy and dark must be the pilgrimage, rugged and toilsome—even the "ways of wisdom," made cheerful and hopeful neither by the sunlight, the twilight, nor the starlight of early pleasant recollections. If you would see your pupils happy hereafter, make them happy *now*. If you would make your pupils happy now, love them with the whole strength of your heart, while you enrich them with all the wealth of your intellect.

SANDUSKY, June, 1861.

“A stout heart, a clear conscience and never despair,” were the last written words of John Quincy Adams to his son, Charles Francis Adams, new Minister to England.

OUTLINES OF UNITED STATES HISTORY.

BY A. D. LORD, M. D.

Something like the following outline should be thoroughly committed by the scholars in all our schools above the primary.

The history of North America since the discovery of Columbus may be divided into four great periods :

1. The Anti-Colonial period, or that of voyages and discoveries, from 1492 to 1807—215 years.
2. The Colonial period from 1807 to 1776—69 years.
3. The Revolutionary period, from 1776 to 1789—13 years.
4. The Constitutional period, from 1789 to the present time.

Our political history commences with the Colonial period ; and during this, three distinct forms of government existed in the different colonies : Charter, Proprietary and Royal. The Charter governments were Massachusetts, Rhode Island and Connecticut ; the Proprietary were, originally, Pennsylvania, Maryland, New Jersey, North and South Carolina ; and the Royal, New York, Virginia and Georgia. At the commencement of the Revolution, however, New Hampshire, New York, New Jersey, Virginia, North and South Carolina, and Georgia, were under Royal governments ; and Pennsylvania, Delaware and Maryland, were governed by Proprietaries.

CONVENTIONS, CONFEDERATIONS, ETC.

1. In 1643, the Massachusetts, Plymouth, Connecticut and New Haven Colonies formed a league, offensive and defensive, under the name of the United Colonies of New England.

2. In 1754, a Congress of Commissioners, representing seven Colonies, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania and Maryland, met at Albany, and resolved that a Union of the Colonies was absolutely necessary.

3. In October, 1765, a Congress of delegates from nine Colonies assembled at New York and prepared a Declaration of Rights.

4. In September, 1774, delegates from twelve Colonies, (all except Georgia) met at Philadelphia and passed the "Bill of Rights." This is called the "Continental Congress," and continued to be the National Government till 1781.

5. In May, 1775, the first Congress of the thirteen Colonies met at Philadelphia, and in July, 1776, issued the Declaration of Independence.

6. In November, 1777, Congress adopted the Articles of Confederation, under which the United States terminated the Revolution.

7. In May, 1787, delegates from all the States, except Rhode Island, met at Philadelphia, and, after four months' labor, formed the present Constitution of the United States. During this and the succeeding year, it was adopted by eleven States,* and on the 30th of April, 1789, George Washington was inaugurated President of the United States of America.

The most convenient way to become acquainted with the history of our country since the adoption of the Constitution, is to learn the order in which the Presidents have succeeded, and the date and continuance of their administrations, and then to become acquainted with the incidents which occurred in each administration.

GEOGRAPHY FOR BEGINNERS.

BY G. D. HUNT.

For some time past, I have been impressed with the idea that the study of Geography is not usually commenced at the right place, and in the best manner. The first effort of the pupil is to get a view of the whole world; then of its divisions into "land and water;" next the names of the natural divisions of each, only a few of which he has ever seen. An attempt is made to teach him about the eastern and western continents, their divisions and subdivisions; all of which are too far from home to interest a young pupil, and too great for his comprehension. He can be kept at such study only by the surveillance of a master, and he will make little or no progress, unless perchance he be charmed by his pretty book and atlas, or has a natural love for book-learning. Many scholars thus taught do not advance half way through the text-book in a whole term; and even when they have completed it, they know but little of the Geography of their own

* North Carolina adopted the Constitution in November, 1789, and Rhode Island in May, 1790.

State and county. In regard to the number, names and situations of the townships of their own county, they are sadly ignorant.

To make Geography more interesting and comprehensible, begin at home. Commence in all scientific studies, where pupils already have some knowledge, and then proceed further. This is the most natural order. In this study, commence with the township in which the pupil lives, learn its boundaries, villages, streams, and its most interesting objects. Then learn the neighboring townships, and finally all of the county. Next learn the boundaries of the county, and the situation and names of the neighboring counties. Then the pupil becomes prepared to take a general view of the whole State.

Home Geography is the most important. It is folly to be learning the names and width of the zones, the names and position of the tropics, the position of continents, oceans, gulfs, rivers, etc., while the pupil remains ignorant of the natural and political features of his own county and State.

The best interest that I ever awakened in this science was in a country school. The family with which I boarded had a county map. This I took to the school house, and suspended upon the north side of the room; at proper times, I called the attention of the whole school to it. I pointed out the townships, villages, streams, etc. I explained the plan of ranges, the numbers of the townships and sections, and so on. In a short time I had my pupils better acquainted with the Geography of the county than many adults. It seems to me that every school-house should be furnished with a county and a State map; and that lessons on them should be considered as important as any in the school.

REMARKS.—The above article from our Wisconsin contributor is in the right direction. He fails, however, in our judgment, to map out clearly and fully the *first steps* in teaching Geography to beginners. A knowledge of one's own locality, of contiguous townships and counties is important and may, also, possess more practical interest to the child than the political names of heathendom; but such knowledge may not be *elementary*. The vital questions for Primary Teachers to understand are these: What ideas must a child be made familiar with as a *basis* for a profitable study of maps and text-books? In what order should these ideas be presented, and *how*? We have seldom visited a School in which an attempt was made to teach Primary Geography, without feeling that the Teacher was sadly unacquainted with this subject. Who, among our readers, will give us more light upon this important matter?—Eds.

CURIOUS FACTS.

[The following facts are just as "curious" now as they were ten years ago, and more than that "they are as true as preaching." In investigating complaints made against teachers under our supervision, we have been often utterly amazed at the "coloring" power of children and the credulity of parents. We now recall two or three scenes where parent, child and teacher were brought face to face in our presence. The result, in almost every case, was a slight shock to parental confidence.—Eds.]

We hardly ever knew a parent whose child was learning well that did not think the school an excellent one, the teacher a master of his business, and that if any other scholars were not improving as they ought, it must be their own fault or that of their parents. On the other hand, it is commonly true that if a child is not improving, his father will be apt to think that the Teacher is at fault, that he has not a knowledge of human nature, or lacks tact, or energy, or some other essential qualification.

People are accustomed to depend upon the judgment of the tailor in regard to the style of a garment, and to consider the master of any art as capable of deciding what is proper in his own business; but almost every person we meet seems to think himself competent to pass judgment upon every thing which pertains to the management or discipline of a school.

In every case of difficulty between man and man, people are apt to suppose that there is probably something wrong on both sides, and no discreet person will give his opinion, no judge or jury will decide in a case till they have *heard both sides*; but how often do parents decide in regard to a difficulty between their children and the teacher upon the partial statements of their children alone.

Many persons think that a scholar should never be punished except for the commission of some heinous offense. They may have shown a *spirit of disobedience* for weeks, may have been guilty of every sin of *omission* possible, may have violated the spirit of every wholesome regulation, and may have incited a score of others to similar transgressions, but when he is called to account for all these misdeeds, unless he has himself been detected in some overt act, some flagrant offense (in which an expert rogue or mischief maker will never be likely to be caught) it will be thought by such that "he was punished for just nothing at all."—*School Advocate*, Edited by Dr. A. D. Lord.

Poetry.

FOOTSTEPS.

BY HARVEY RICE.

I hear upon the chamber stair
Her footsteps light,
Falling, like music on the air,
At morn and night.

And oft upon the parlor floor
Ingrained with flowers,
I hear the step I've heard before,
In happier hours.

And in the chair that's vacant now,
Oft think I see
The sainted one with radiant brow,
Who visits me.

Yet when I rise, and turn to greet
That angel fair,
She disappears, with smile that's sweet,
Upon the air!

And yet her footsteps oft I hear
At morn and eve;
And in her whispers seeming near,
I still believe.

Nor yield the faith I've cherished long,
Heartfelt and true;
But with a hope that still grows strong,
My faith renew.

In woman's smile, in woman's tear,
And heart when given,
Star-like, there glows a love sincere,
That's born of heaven!

Editorial Department.

DR. HOLLAND'S ESSAY.

This remarkable essay from the pen of Dr. Holland, should receive the thoughtful perusal of all our readers. Few writers in our country deal with the sober realities of human life with more vigor or acceptance than he. Dealing with social questions, his views are characterized by sterling common sense, and are always expressed in chaste and forcible language.

Increased importance appertains to the essay before us, from the fact that some of the views it contains will afford "aid and comfort" to the enemies of our School System. A prominent late Senator based his bitter and persistent efforts to cripple our Schools upon the expressed belief that "Schooling puffed up people and made them feel above their business." He had met with such a case in his own experience and hence, as he thought, the whole system ought to be rooted up. Nor was he alone in this position. Around this idea as a nucleus stood at least a score of men having "a little brief authority" as Legislators.

Dr. Holland's strictures all hinge upon the same point. "There are no longer," says he, "any American girls that go out to service in families," and because "the spirit inculcated by the Teachers of our Public Schools" unfits them for such honorable duties. It is true that he sees nothing in this view to condemn Public Schools, as such, or to make it necessary "that boys and girls be taught any less than they are now." Others, however, may not be so clear sighted in this matter.

A prominent writer nearer home makes a vigorous assault upon popular education from the fact that schooled boys do not all become eminent editors, lawyers, doctors, ministers, statesmen and other public men. Unite the views of these two editors and a reform somewhere is certainly needed! The one condemns School instruction because it spoils children for the humble duties of life; the other because schooled boys "make no figure;" one censures Teachers because they instruct the young "to be somebody;" the other would annihilate them because they don't make "somebody" out of everybody!

The fact is Teachers as a class are not stupid enough to believe that "every man can make of himself anything that he really chooses to make." We protest against this being called "a favorite theory of Teachers." It certainly is not, out West, at least. We have seen too many little men suffering from over inflation, to puff up children with that idea. Nor do we hold as a "favorite theory" that *education* can metamorphose every child into a saint or a Solomon. We have lived too long in the woods not to know that some trees are mahogany, some oak, some poplar and some *bas-wood*. Nor do we try to work the latter into mahogany furniture. We do hold, however, that a decided purpose—an "I will"—goes a great way in removing obstacles to usefulness and success; and that every boy, however humble his lot in life, can, with educational and religious culture, become a *man*—intelligent, honest, christian.

With all due respect for our essayist, and his venerable College Professor, we must dissent from the results of their thinking upon this social problem. So far as our mental vision is concerned, their explanation needs to be explained. For if it be admitted that this state of things is due to some erroneous notions of Teachers, *this* fact needs to be accounted for. Teachers get their views from about the same source as other people. Where do these "favorite doctrines" come from? The truth is the primal causes of this social evil lie outside of our school-rooms.

1. This anti-service spirit is largely due to the institution of slavery. It is the legitimate outgrowth of the dogma of Southern ethics, *that the normal condition of the laborer is that of a slave*. It is the result of this "mud-sill" philosophy which has leached down from the highest offices and positions in Church and State through all classes, tainting public sentiment with degrading views of labor.

The very atmosphere our children breathe has been freighted, for the last score years, with the ideas of chattelism in labor and the divine rights of masters; with political and clerical harangues upon the beauty of that social arrangement which puts the heel of capital upon the neck of labor; with baneful comparisons of the relative conditions of Northern operatives and "greasy mechanics," and Southern slaves; with false notions of honor and worth; and with seductive views of the social superiority of birth, title, riches and place over knowledge and virtue. These degrading views and ideas have swept from horizon to horizon, blackening and blasting humble labor. The slave-code has not only banished free labor from the plantation, but its influence has gone out in widening circles to every shop, mill and kitchen in the land. Distinctions based upon color have only served to mask its real spirit.

2. Another cause of this evil is found in the character of the "help" which an immense influx of the lower classes of foreigners has crowded into our kitchens and mills. The effect of this immigration has been twofold: first, a reduction in the quality and cost of such labor; and, second, the expulsion of the intelligent and more refined by strong social influences. Intelligent American boys and girls, will be ready to do honorable service, whenever such service will not put them under social ban, or force them into degrading associations. If to be a "hired-girl" is to shut one out from the hope of becoming the wife of some "thrifty farmer, mechanic, or tradesman," Miss America will snap her fingers at the tainted broom and dish-cloth. That is all, and there is no use of complaining about it. She acts from a glorious inborn hatred of chattelism, social or real.

3. It is possible that we should have placed as the prime cause of this difficulty that *ambition* which is natural to man and which delights in superiority over others. Few persons, however humble or debased, are wholly destitute of this feeling. Even the slave contents himself with his lot with the reflection that he belongs to a "fustest family." Nor is this inborn yearning for superiority without its important functions in society. The misfortune is that it is too often misdirected. Wealth, place and notoriety assume undue importance. Mere externals outdazzle internals; the temple is worshipped instead of the indwelling deity. We need not point out the causes of this state of things. They must be evident to every thoughtful mind. We must say, however, that this almost

universal scramble for place is not due, to any considerable extent, to any "favorite doctrines of Teachers." All the Psalms of Life and mottoes that have ever been written have not exerted one-tenth as much influence in this direction as the living examples with which the history of every community abounds. Wealth from poverty, notoriety from humble birth are common phenomena in American life. And while it is true that a majority of men cannot thus rise, I see no good in telling every boy that he belongs to the humble class; he should rather be attracted to a life of true excellence in whatever position he may be called to act. I hazard nothing in the remark that the influence of our Schools strongly tends (it should still stronger) to the elevation of internal worth—virtue, intelligence, manhood—above mere external accidents. "To be somebody" in the vocabulary of the Teacher means something more than "to make a pile," or "to make a figure." Epictetus, the slave philosopher, was wont to say that we are in this world as in a theater where every man has a part allotted him. The great excellence is for every one to act his part in *perfection*. This remark includes, we apprehend, that he must act it as a man.

But we forbear. If any one of our readers pleads guilty to the charges of our essayist, let him at once reform. Invest labor in all your instructions with dignity and honor. Ever inculcate the great idea that no place is dishonorable that is honorably filled.

MUSCLE CULTURE.

Some writer has remarked that the first requisite to success in life is "to be a good animal." If by this is meant to have soundness of body, physical strength, and power of endurance, we accept the remark as a general truth. Bodily health is an inestimable blessing—never fully appreciated until we are deprived of it. Physical degeneracy is an alarming fact, whether individual or national. Whether we as a race are or are not degenerating in "stature, health or strength," the fact that our children, especially in cities, are alarmingly pale and puny is undeniable. That this is chiefly due to the school-life of our youth we are not ready to admit. Nor do we believe that study *per se*, undertaken at a suitable age, shortens life or injures health. On the contrary, we hold that *proper study is conducive to health*; that the physical man does not necessitate mental imbecility. We grant, however, that there are causes of ill-health—sometimes fearful—in our school-rooms. Among these are foul air, bad postures, and a want of bodily exercise.

The causes which are most active in this fearful work, however, have their origin in the mountains of bad habits and vices which society has piled upon itself, and whose dark shadows fall gloomily upon the future. Among these are physical idleness, luxurious and unwholesome food, late hours, unventilated sleeping rooms, insufficient and fashionable clothing and baneful habits.

Is it possible, by any system of physical training, to increase the health and vigor of our youth? Can we change these pale faces and imbecile bodies into bloom and vigor by sanitary school discipline? These are momentous questions. We believe that physical training and hygiene may do much. Two facts seem

now to be settled. First, that the muscles can be developed by proper training; and, second, that an increase of muscular power conduces to bodily health and vigor.

No system of physical training seems to us so well adapted for use in the school-room as *Lewis' New Gymnastics*. We believe that Dr. Lewis has already inaugurated a movement which will certainly give *Muscle Culture* a prominent place in school instruction. His "*Normal Institute for Physical Education*," which is to be inaugurated at Boston, on the 4th of July, has among its Directors the leading men of Massachusetts—President Felton of Harvard College, Governor Andrew, Hon. Geo. S. Boutwell, etc. May marked success crown this great enterprise.

LUZER COUNTY EXAMINERS.—The Board of School Examiners of this county have adopted the following regulations:

- 1st. Evidence of good moral character will be required of all candidates.
- 2d. Examinations in all branches, except reading, writing and spelling, will be conducted by printed questions, and written answers required.
- 3d. Candidates averaging 95 per cent. of correct answers to all questions proposed, will receive a certificate for two years; 85 per cent. ditto, eighteen months; 75 per cent. ditto, twelve months; 65 per cent. ditto, six months. Those failing to average 65 per cent. of correct answers, will be refused a certificate.
- 4th. No certificate will be issued to any candidate who fails to answer correctly 60 per cent. of all questions in *Written and Mental Arithmetic* and *English Grammar*.
- 5th. No certificate will be dated back to cover time taught previous to examination.
- 6th. No candidate, after a *second* failure, will be admitted to re-examination within six months.

GOOD FOR PENNSYLVANIA.—At a recent election for School Trustees, a proposition to have the School Levy reduced, owing to war troubles and the high taxes they must fix upon us for its support, was met with a unanimous "No." This shows how deeply the cause of Education is set in the hearts of our people, and let come what may, the Schools must be kept up.—*Journal*.

VACATION.—Our Colleges, Seminaries and Union Schools are now closing their yearly labors. Commencements, Examinations and Exhibitions are the order of the day. Soon, teachers and scholars will enter upon the rest and recreations of the summer vacation. To the scores of jaded teachers whose physical strength is well nigh exhausted, this season comes freighted with blessings. To all it is a pleasure. Happy vacation! Joyous days! The woods and hills, the seaside, the lake shore, and the quiet of distant homes welcome you!

Many of our readers, in their travels, will meet with Teachers from different parts of the country. Will you not remember the *Monthly*? Please introduce us. We like to form new acquaintances.

Will not those of our subscribers who have not yet paid their subscriptions, send a bank bill on its joyous way to our lean purses, before entering upon their vacation pleasures. It will give you a good conscience. Try it.

NOTICES OF UNION SCHOOLS, SEMINARIES, ETC.

COLUMBUS.—We have recently looked through the Schools of this City and are well pleased with their condition. We were specially pleased with the spirit of the Teachers. We did not detect, in a single instance, a spirit of self-laudation or an attempt to show that the Schools of Columbus are "unexcelled."

The school-rooms were neat—some of the walls being papered—and were all furnished with suitable furniture, maps, charts, clocks, etc.

The new High School building—the walls of which are rapidly progressing—will be, when completed, one of the finest in the State. The School is now located on State Street. The scholars are seated in four separate rooms—the boys being under male and the girls under female Teachers, but reciting in the same classes. We spent a few hours in this School nearly five years ago. The change for the better, in almost every respect, is marked and exceedingly creditable to all concerned in its present management. We have a few remarks upon the classification and instruction of the lower Schools which we defer for our next number. We are pleased to add that nearly all of the Teachers subscribed for the *Monthly*.

A DAY IN THE DAYTON SCHOOLS.—In a single day, but little can be accomplished toward an examination of these Schools. We spent the forenoon in Messrs. Hall's (High School) and Ellis' Schools; and the afternoon in those of which Messrs. Irwin and Fenner are the Principals. In each of these Schools there are from ten to fifteen Teachers. As we were but a few minutes in each room, we can not speak particularly of their character; but we can most emphatically declare that what we saw of them convinced us that their very high reputation throughout the State is well deserved. In the character of their buildings, as well as in the selection of their Teachers, the Dayton people are an example to the "rest of mankind."

We were pleased to see a most splendid "Star Spangled Banner" upon each School building. Whenever we requested singing from the "primaries," the little patriots gave us *Hail Columbia*, or some other national song. They expressed no great amount of affection for "Jefferson D."

We promise ourselves the pleasure of extending our acquaintance with the Dayton Schools.

MT. VERNON.—The Schools were not in session the day we were there. They were holding their annual picnic on a beautiful island in the Kookoosing.

The principal School building was erected three years ago, at an expense of \$25,000, and is admirably adapted to its purposes. The grounds are pleasantly arranged, and kept in good condition. In a shrub, about four feet from the ground, is a nest of unfledged birds. There it remains in safety, though two hundred boys pass within one yard of it many times every day. This fact speaks well for the discipline exercised by Mr. Mitchell and his Teachers.

NORMAL ACADEMY OF MUSIC AT ASHLAND, OHIO.—The advertisement of the second session of this School, which appeared in our June number, was received too late to notice. The indications are now favorable for a large class the coming

session. The corps of Instructors contains some of the best music Teachers in the country. The voices are classified according to compass for vocalization and the scholars according to attainments for instruction. A class in elocution is to be formed under Prof. Kidd of Cincinnati. We cordially commend the Academy to all wishing thorough musical instruction.

HIRAM ECLECTIC INSTITUTE.—The Commencement Exercises of this Institute took place on the 6th inst. Thousands of visitors were in attendance. The mammoth tent—known on the Reserve as the “Bedford Tent”—was thronged at each gathering.

The Eclectic Institute stands high in public esteem as the interest evinced on these Commencement occasions plainly shows. •Hon. J. A. Garfield, the President, stands high as an educator and scholar. He is assisted by an able corps of Teachers.

CLEVELAND FEMALE SEMINARY.—This Institution, advertised in the present number, is in all of its appointments a First Class Seminary. It seems to be the purpose of Mr. Sanford, the Principal, to turn out *scholars* instead of mere *graduates*. This is evinced by the small number who annually complete the course of study, when compared with the number of graduates from many similar Schools. In our judgment, there are two practices very common and equally ruinous to the scholarship of our Western Seminaries and Colleges. The one is the utter want of a proper standard for *admission*, and the other an equal disregard of real scholarship as a basis for *graduation*. Each Institution seems eager to gather in and hurry out as large a number of students as possible. There are a few honorable exceptions.

WESLEYAN FEMALE COLLEGE.—The Nineteenth Annual Catalogue of this well known Institution is upon our table. The whole number of students enrolled during the current year is 243—classified as follows: Collegiate 103; Preparatory 123; Primary 14; Irregular 3. Our esteemed contributor, Rev. Robert Allyn, is President. The School needs no further notice.

CORRESPONDENCE.—It is not our purpose to burden the pages of the *Monthly* with the numerous commendations it is receiving from exchanges and friends. The following private letter from Mr. Cowdery has tempted us to violate our rule. We think he will not object to its appearance.

SANDUSKY, June 6, 1861.

FRIEND WHITE:—I have just read “The Monthly” for June, and am greatly gratified to find it *literally filled* with useful information to Teachers. Your labors to make the *Monthly* valuable will certainly be appreciated, sooner or later.

With regard to an article for the next number, I can only send you something *already* prepared. I have several topics *laid up* that I may write upon at a future time, but can not just now command the leisure. * * *

I see you are encouraging Teachers Institutes. I am thinking of holding myself in readiness to attend two, three or more between July and September.

I shall hope to meet you and other old friends at Elyria.

Very Truly,

M. F. COWDERY.

Official Department.

OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, June 15, 1861. }

The Board of Education of G. and C. townships, upon the line of which is situated the village of P., organized a joint sub-district comprising said village. Each township made its due appropriation for building a school house. The Board of G. township authorized the local directors to select a site and build the house. Now the center of the sub-district is in C. township, and a large proportion of the inhabitants of the village are dissatisfied with the site selected. They think that it should have been in C. township which furnished 1280 acres of the joint sub-district, while G. furnished but 1120 acres.

QUESTION: What is the law applicable to such a case?

ANSWER: There is no law directing in which of two fractions the school-house shall be located. Common sense and equity indicate that both Boards of Education should unite in designating the site. Certainly either Board regardless of the other has no right to dictate in the case. Perhaps it would be well for the Boards to submit the question of location to the decision of the inhabitants in the joint sub-district. It is my opinion that the number of acres in either fraction does not necessarily affect this question. Other facts, such as population, the most suitable ground, etc., should be taken into consideration.

QUESTION: Has the county auditor power to refuse a township treasurer credit in his settlement for orders which he (the auditor) may in his judgment think to be illegally drawn on school funds? Is a county auditor justifiable in passing orders on any of the school funds when they do not specify what the money was used for? For example, "Pay A. B. Ten dollars out of the contingent fund. G. D. Tp. Clerk." Such an order as the above does not say whether the ten dollars was expended for wood, rent, or what.

ANSWER: The auditor of a county is the legal guardian of the school-funds of his county, and it is his duty to refuse to credit township treasurers for orders which, in his judgment, have been illegally drawn on school funds.

He should also refuse to give credit for orders which do not specify for what the money has been used. Such orders, however, may be corrected by the township clerk, and then allowed by the auditor.

ANSON SMYTH, Commissioner.

327 In our May and June numbers, Sheldon & Co. called the attention of Teachers to Schuyler's Higher Arithmetic and the Normal Mathematical Series. We have not yet seen the Higher Arithmetic. Stoddard's Arithmetics are good works.

328 Our other book notices are crowded out of this number.

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THE INSTRUCTION OF LITTLE CHILDREN.

[This article, from a thoroughly metaphysical pen, presents the philosophy of primary instruction in a vigorous and lucid manner. The author withholds his name, leaving his essay to speak for itself.—Eds.]

A child being committed to the care of a teacher, the cardinal question is: How shall knowledge be so imparted as to ensure the symmetrical unfolding of its powers?

A child is a complex being, organized by life, in depth and subtlety the most mysterious that exists in creation. But all life involves growth; all growth proceeds according to fixed laws: therefore, the unfolding of a child depends upon knowing, at once comprehensively and thoroughly, those fundamental facts in its being which constitute the Laws of Life.

Setting down, as our primary postulate, that the foremost object of all instruction is to secure the increase of pure power in all that is immortal in man; that is, that all culture is to be estimated upon the scale of the child's entire vocation in the universe, we shall endeavor briefly to state the Laws of Childhood, and the canons of instruction flowing therefrom.

In every child, the elementary facts are these: One life, soul in body, spirit in matter; one self, that can know, can have

pleasure or pain in what it knows, can choose or refuse this or that reality known and associated with emotions either pleasurable or painful. A self, moreover, that in knowing is capable of being revealed to by those realities which exist merely in the material universe, are transitory, particular, and the objects of the senses; capable also of being revealed to by the realities existing in God, immutable, generic, and wholly above the senses; capable, again, of beholding these unsensuous conceptions reproduced in an *image*, not existent but possible, yet as particular as if existent: which capability we call Imagination; capable, finally, of beholding all realities *in system*, of having revelation of the coherences of truth, of relations, and of causes. Now, in the child, because its state of being is germinal, the interdependence of these elementary facts is quite different from that in the ripened man. In the child, the vital predominates over the spiritual, sense over reason, and feeling over the will. The capacity of being revealed to by the objects of sense, and the class of emotions dependent upon it, are equally and vigorously prominent: in a word, the powers of *observation* are in the keenest activity. See how this little fellow, before it can speak, stretches its tiny hands after the bright golden ring on its mother's finger. It must touch it, feel of it all over, taste of it, smell of it, find how different is the sensation of the gold, on its fingers, in its palm, on the delicate skin of its face; it is bent on knowing it through and through. Give it a blossom, it will pick it to pieces. When it grows older, it pulls its first primer into shreds, inspecting these most curiously, thus proving that it knows much better how to use it than the maker, whose pious feelings are shocked at such destruction. So the intense restlessness of children, their incessant goings hither and thither, turning upside down this thing then that, are all the outcome of the urgency to see all that is to be seen, to hear all that is to be heard; and the completeness and accuracy with which they often do this work, is wonderful to one who has not many times watched them. Moreover, as the power of dealing with the objects of sense is thus prominent over that of dealing with conceptions, so also is the Imagination: which presents the conception, latent and unconscious, as a living, individual thing, and is to the abstract conception as color is to light. Meanwhile, the power of behold-

ing realities in system, of viewing relations, combining truth, is yet in abeyance, and is to be gradually awakened by such an exhibition of abstract conceptions, given by means of concrete facts properly combined, as accords with the processes of Nature in giving truth to the child, and of God in the civilization of mankind. For everywhere in the culture of man the law holds : *From the particular to the general ; through the concrete to the abstract.*

Guided by this principle, and recalling the peculiar adjustment of the human powers as above shown to belong to childhood, we may state the method of imparting knowledge to a child in the following specifications :

In reference to the controlling facts that are true of every child alike, the teacher must proceed in his work :

1. By conveying the elementary concepts in every science, through the instrumentality of its *concrete facts*. For while it must evermore be remembered that the ultimate object, in the intellect of manhood, is the beholding of conception, and the nearer and nearer approximation to its exhaustive comprehension, it must also be remembered that, in the child, the super-sensuous vision has scarce manifested itself ; that all the child's natural outgoings are towards what it can see and hear and touch. Grant, as from the predominance of sense on the one hand, and of the imagination on the other, we must without dispute, that the staple of the child's training is to be elementary Natural History, taken as including all the prominent facts of the material world, Drawing, Empirical Geometry, and the primary conception of God, as given in nature and in the history of Christ ; each to be taught orally or visually ; Natural History as addressing the proneness to sensuous knowledge ; Drawing as securing guidance and completeness in observation ; Geometry, as giving culture to the sense perception of figure, and definite objects to the reproductive Imagination ; God in nature and the history of Christ, as the first realm of action for the Imagination in its highest function ; grant this, and the application of the law, from the concrete to the abstract, is at once apparent. For a child does not state a conception to itself as a conception. It sees a house, and thereupon has immediate intuition of the conception *house* ; for it is able to recognize all houses thereafter, and what is this but the recognition, albeit unconscious, of their eternal archetype ?—but it cannot give any

clear account of the concept, and probably can detect no difference between it and the particular object. It cannot comprehend a generalization abstractly presented; but from a particular it can and will seize the concept by intuition, as an unconscious mode of thought. Define a right angle to a little child a thousand times: it obtains no light. Place the edges of two rulers at right angles; it seizes the conception at once and demonstrates that it has it, though it can no more state it now than before, by framing right angles for itself out of all materials than can be so applied. Since, then, the essential structure of the several branches shown to apply to the instruction of childhood, consists in a group of conceptions, it is plain that there must be imparted, not by calling attention to them as such, but by bringing the child, so far as possible, into immediate contact with their *material embodiments*. But this the teacher must accomplish,

2. By so using all concrete embodiments of conceptions as to secure that the child does act with more than its senses merely; does see *through* the particular, to the conception. For a child *may* see a house, or a right angle, just as a brute does: with the outward eye clearly enough as a *shape*, to recognize the outline when presented in a single repetition; but so dimly with the inward eye, as to be unable to recognize a repetition somewhat concealed by new surroundings, or to give any account of the *elements* in its figure, either to others or to itself. Now it is the business of the teacher, in every branch of science taught, so to modify the situation, combinations, material of his concrete facts, that the child shall surely have vision of the pure conception apart from all its accidents; that it shall not confound with the *idea* house, this or that material act of which *that* house is made; nor with the *idea* right angle, the wood of the rulers bounding *this* right angle. All this, a judicious teacher can secure without the child's knowing it, and that he do so, is vital to the ultimate purpose of his work. By every means let it be effected that as large as possible a treasure of latent conceptions be hid away in the young soul by a comprehensive exhibition of particulars, where they may wait to be brought forth into distinct outline at the moment when the child shall have aimed at the requisite increase of power in being. Now this object the teacher may indirectly advance,

3. By seeking, in the presentation of all knowledge, such concrete facts and accessories as address the Imagination. Not only does this fix the interest of the child, and protect it from the outward moral reactions of fatigue and disgust at knowledge, but it is of value from higher considerations. In our systems of culture, the importance of the Imagination is everywhere underestimated. What is its significance in the entire scheme of our being? Not less than this: as the power of clothing conceptions in all the glory of individual life, it is its function to lead us away from matter to spirit, by showing the imperfection of the transitory when matched against the permanent in God, after which its images have form; by reconciling us to the abstract, from which we are prone through the reactions of depravity; by lifting us from the phenomenal to the eternal. And what is its special significance in the life of childhood? It comes forward there as the sole point of direct contact between the instruments of culture and that peculiarly human mode of knowledge, which deals with realities transcending sense. For, as we have seen, in the child the vision of realities in systems is wholly in abeyance; that of realities transcending sense, is held in temporary subordination to the powers of observation; for what reason, then, should the Imagination display with such demonstrative activity, if not to supply the sure means of rescuing the child from the danger of settling into a life of mere sensational impulse? In the instruction of the child, therefore, every natural appeal possible ought to be made to this power, the great object being to assist in quickening the capacity to collect and preserve latent conceptions, by means of the reaction between the vision of conceptions made individual, and that of conceptions as such. Let the memory of the young soul, which was never created to be crammed with isolated facts, gather its first treasures by means of such groupings of objects as are determined spontaneously in the Imaginations. The danger of mere intercourse with material facts, of mere memorizing either these, or statements of them, cannot be painted in colors too deep. The truth is, mere sense perception is rank poison to the soul, from the cradle upward and forever.

Many things we should like to add, respecting the necessity of all instruction being adjusted to the child's passion for vivid im-

pressions, but the limits of the present article forbid. In closing we cannot omit to note the one cardinal precept which should control the application of all that has been written: namely, that all regulative truths in whatever form of knowledge, each soul must acquire for itself; that the teacher's functions over the child is, therefore, only auxiliary; he must quicken, guide, restrain, but the ultimate condition of growth is, after all, that the soul must educate itself, that the child must do its own work in gathering and assimilating the treasures of knowledge. "General truths," says Herbert Spencer, "to be of one and permanent use, must be earned."

But will not the teaching of children under these principles, necessitate a very exact and all-sided culture in the teacher, great sagacity, accomplished knowledge of the laws of psychology: and are not little children in our Public Schools entrusted usually to those who have none of these things? Doubtless. But the power of a school system should be displayed most exhaustively upon its infants, and it is high time the pernicious falsehood that *any* teacher will do to instruct little children, were buried in practice, as it is already in theory. Of a truth, the right unfolding of a child demands for its accomplishment the keenest insight, adorned with the highest philosophy. As much should go toward the training of a soul into immortal strength and beauty, as towards the cell of sages or the throne of kings.

CONVERSATIONS WITH AN OLD SCHOOL-MASTER.

BY ROBERT ALLYN.

PRECEPT *vs.* PRACTICE.—The last evening was a very pleasant and profitable one to me—not pleasant and profitable in any ordinary sense of the words, but in a higher degree than can be affirmed of any physical enjoyment or of the common modes of mental excitement and profit. I called in to see my dear friend, the old Schoolmaster, who was said to be suffering from a severe attack of rheumatism. I found him sitting in large easy chair, with a pillow at his back and one leg laid upon a stool before him. He

was evidently in pain, judging from the wrinkles on his brow, which were not *smooth* or even of that thoughtful kind that always indicates severe and quiet dignity, earnest thinking and correct judgment. His brow was corrugated or wrinkled, not only across and in arched lines, but up and down, in short, irregular chopped curves, that indicate long continued pain and loss of sleep. He had been suffering for nearly a week, and, although now better, yet he seemed to be very much fatigued and worn out. I spoke with him, and in a few moments the look of pain was gone and his face brightened with its usual mild and benevolent expression. We, of course, chatted awhile about his disease and its immediate and remote causes, and the many "infallible" remedies for it and all other ailments of the race; and then fell into our current talk about school matters—a topic always new to us, at least, and never wholly without interest to the community in general.

"Tell me, Erastus," said I, "tell me, how it happens that while example is said to be so much better than precept, there are so very few who make any persistent efforts to exhibit correct examples. And yet everybody is singularly willing to give forth the safest and salutary precepts."

"I dont know as I can do it," said he, laughing. "The fact is, we are prone to be very inconsistent beings, and while we talk one way, we are very apt to do the other. At all events I do not now find, nor have ever found, that my mere *talking* on any particular subject has had any very great influence upon my own practice on that subject. And it may be that mankind have observed this very thing, and therefore have invented the alliterative proverb, 'Practice is better than precept,' to express what has been the experience of the world."

"Then you are not a believer in the doctrine of Carlyle and of Goethe—a doctrine taken up and displayed largely by our own Emerson—that telling a thing, or even trying to tell it, leads to a better understanding of it?"

"Yes, I am, in one very important sense. But there is a vast difference between understanding a thing and doing it. To be sure, the old proverb does say, 'Understanding a thing is half doing it.' But the last half of the doing connected with any good thing is by far the hardest part of the whole business. Now talking about any piece of work does help us to understand it,

and does, in so far, prepare us to do it. But no amount of talk can enable us to do it. The practical part of the thing is yet to be wrought out with the hands or the mind, and it can only be done well after several, and perhaps unsuccessful, trials. The truth is, as expressed by the old maxim, 'Practice makes perfect,' and nothing else will make a man perfect."

"Then you would not give your scholars or children many rules or precepts would you? You would much rather set them good examples and leave them to imitate for themselves, would you?"

"You have touched a very important point now. It is no less than the comparative value and power of Words or Precepts, and Examples. How shall we decide it?"

"I am sure I do not feel competent to attempt a decision at all. Perhaps, however, we can approach a conclusion by considering first what example means."

"How do you mean?"

"What is it, which men are so fond of calling example? And the answer is apparently very easy. But when you come to finish and complete it, so as to have your definition in a nut-shell, it is not by any means such a simple thing. The word means that which is shown or set forth, and hence men mean by it the thing which a man shows or sets forth by his actions. A single act may be sufficient to answer the dictionary definition of the word, but it is not enough to answer the demands of the proverb. There must be a continuous series of facts daily and hourly exhibited, and persevered in through all manner of difficulties and against all allurements, in order to constitute the full meaning of the word in the proverb. And the *precept* means the mere dry giving out of a good and wholesome truth in a form of words. Now all the common sense of the world will affirm that the former is decidedly and immensely preferable to the latter."

"Indeed, it is," said I, "in the very nature of the case, and must always be so. For, to suppose that a man's words will avail anything without the proper practice of the truth that they inculcate, is an absurdity."

"Granted," said he. "But we must remember a few very important things before we condemn *precepts* in contrast even with *practice*, which latter is somewhat different from example, though used to mean the same thing in our proverb."

"Why, you do not mean to say almost exactly the contrary to what you just now said, that precept or advice, or any amount of talking and lecturing is not worth as much as consistent and pure example or life-long practice of virtue?" said I, interrupting him.

"Do not be impatient," returned he. "I have not yet said what I do mean. Perhaps I am not now quite clear what it shall be that I will say. But of this I am certain. Not one of us speaks and expresses his thought in language as vividly and as clearly as he conceives it; or in other words, we all have more exalted and truer ideas or notions of truth than we can possibly express. This is an old thought very beautifully touched upon by Sir Thomas Browne, in his *Religio Medici*, as well as by Sir Roger Ascham in his *Schoolmaster*; and it is one over which every teacher, and public speaker, and every writer has often lamented. But we can express our ideas and conceptions or notions far better than we can execute them. So everybody has found out to the mortification of himself very often, not unfrequently to the disappointment of his friends. And hence Sir Roger—the Schoolmaster—argues that expression is one step nearer the doing."

"Then if you and these old authors"—

"Say these old authors, if you please," interrupted he.

"Then, to please you, if these old authors are right, you would insist that precept and practice are both equally important, and that the precept should precede the practice, or always accompany it?"

"You have very nearly comprehended my meaning as a matter of practical business in a school-room. But have we not been wandering a trifle from our point? We were asking which is better or more influential. And we have come to the conclusion that the precept given or the word spoken, will aid the one speaking it to get a clearer idea of what is to be done, and that it will necessarily convey to the hearer's mind a higher truth than he can perform. We think we are also agreed that the precept continually uttered—no matter how eloquently and beautifully—can have very little force or influence when entirely alone and unaccompanied by the living practice. Now let us suppose the practice to be exhibited daily without the corresponding precept. How will this operate?"

"Why, it will, of course, be defective."

"About as much so, I imagine, as the one-half of a pair of scissors, or as an odd boot. For the practice will not and cannot at once explain itself. Pantomime may be guessed out, but it is very ambiguous, to say the least of it. And so is any mere action in many of its stages. Could we always see the whole of our action—the intention, the resolution to do it, and the movement of the will, as well as the motion of the bodily organs that perform it, it would be less ambiguous. But we cannot, and hence we must guess at much, where the part of the act beyond the reach of the senses is not explained by words."

"This, perhaps, explains why many quite good, but silent people, are often for a long time either misunderstood or not appreciated. The acts which they do are not performed with such grace as will attract, and people are disposed to think that they are cold and selfish, till they, at last, come to be known by what others say about the real goodness of their nature."

"Exactly so. And hence, too, a person who can tell what he is doing and why he does it, will be much more influential by the same acts than the silent man; and in this way, too, the world has improved. Men of genius—not always perfect men in goodness or in virtue—have conceived excellent and sublime ideas of truth, goodness, right and virtue. They may never have tried to realize these ideas in their daily practical life, but they have tried to express them in beautiful words. Ovid confesses to this very state of active thought and irresolute action in words so often quoted, and thus translated by one who acted as he did,

I see the right and I approve it too,
I hate the wrong, and yet the wrong pursue!

These beautiful words kindle still better and nobler ideas in the minds of the young, and they are stimulated to try to reduce their conceptions to actual practice. Of course, they partially fail, at least in this life, though our blessed religion—and a blessed religion it is on this account among many others—authorizes us to expect the fullest success hereafter. Others still speak in histories and biographies of the partial success of those who have tried to realize the immaculate character, and these writings again awaken still nobler conceptions and stimulate to still severer struggles and labors, and thus the world improves."

"You would then make out that there are discoverers in the world of moral truth just as in the world of physical science, who conceive new truths and conceptions, and make them known to men not by deeds, but by words alone."

"Something like it," said he. "And that there are others who may be called inventors or appliers of these truths, putting them in words, and thus making *thought-machines* by which they may gain a power for practical work."

"Precisely so."

"And still further that there are operators of this *thought-or-word-machinery*, who daily set it in operation and make for themselves noble characters and for the world a wonderful amount of good deeds."

"That is what I meant to say or very nearly. And hence, for I must stop talking now, there is an absolute need both of *precept* and *practice* in every school, and on the part of every teacher who will do his whole duty. He who acts exactly right at all times, and speaks rarely to explain his action fails almost as fatally as he who speaks always and acts never."

"But I want to talk more on this topic. How does it apply to the very young child?"

"Of that another time," said he, and here his wife appeared with his cup of tea, and the conversation ended.

THE TEACHING OF FOREIGN LANGUAGES.

✓ BY THEODORE E. SULIOT, A. M.*

The learning of foreign languages, particularly the inflected languages, such as Latin and Greek, has ever been regarded as a work of great difficulty, requiring a large amount of time, industry and perseverance on the part of the learner, and of practice and skill on that of the teacher.

It is mortifying that, whilst in other branches of education the methods of teaching, and text-books have kept pace with the progress of the age, this branch alone should have remained stationary. To be sure, various methods have been proposed from time

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time, have for a while enjoyed a portion of popularity and then sunk into oblivion; though each, in its turn, professed to render the acquisition of languages more speedy and more lasting.

At the earliest period of the revival of learning, after the long spell of darkness which, like a pall, covered Europe, before grammars and dictionaries were, Latin, the only language then studied in Colleges, had, of course, to be taught orally very much as the learned languages, Latin, Greek, Arabic and Sanscrit are now taught by public lectures in some of the national institutions of Paris. The professor, after preliminary lectures on the structure and genius of the language, takes some easy author for his text, and reads, translates and comments as he goes on, his hearers meanwhile following him on their text-books and taking notes.

I have listened with great delight and benefit to beautiful lectures of this kind in Latin and Greek literature, by turns learned and playful, eloquent and conversational, and always suggestive. But, however instructive such lectures may be to adult and earnest students, they are evidently unfit for younger learners who have, as yet, but a moderate amount of zeal and industry.

When, after the taking of Constantinople by the Turks in 1453, and the consequent dispersion of learned Greeks through Europe, schools were opened by them in various cities for teaching their noble language, it was taught much in the same manner, orally or by lectures.

Then grammars and dictionaries began to be compiled for the use of learners. These were necessarily written in Latin, the only language in which learned men could communicate their ideas; the various dialects of Europe being still in too barbarous and unsettled a state to be available for literary purposes.

But that which, at first, was the result of necessity, has by a barbarous spirit of perverted conservatism, continued till lately in force in most of the National Schools and Colleges of England, where the Latin and Greek grammars and lexicons in common use and even the explanatory notes of the text-books were written in Latin not always remarkable for clearness and elegance. Thus was another difficulty very unnecessarily superadded to that of the subject.

In 1642 appeared the celebrated work in eight tongues, *Jarma Linguarum* (the portal of tongues) by Comnenus. It had pro-

digious success. It is merely a collection of isolated words distributed under various heads. The fundamental principle is that to know a language is to be able to call in that language every thing by its name, as if the knowledge of a language consisted in the possession of individual words without the power of combining them according to the genius of the language of which they are only the constituent parts.

A young pupil of mine in England, who since became an eminent oriental scholar, taught himself Hebrew much in the same way, when a boy of about fourteen. He wrote on one side of cards all the root words of the language, and on the other side their principal meanings, and laboriously committed them to memory, shuffling them together and telling the English of the Hebrew, or the Hebrew of the English, according to whichever side came uppermost. In short, he literally learned by heart a Hebrew lexicon. But how few would be expected to possess such pertinacity of purpose, or such tenacity of memory! For insulated words are almost as difficult to learn and remember as sounds void of meaning.

I have had frequent opportunities of observing English families traveling in France, and have almost always found that the parents who worked hard at the language with the help of grammar and dictionary, were soon left behind in the facility of understanding and speaking French by their children and servants who depended entirely on practice.

This is Nature's own plan. When teaching a child to speak his native tongue, we do not begin by making him conjugate verbs and learn rules of syntax; but we endeavor to cultivate the power of articulation and imitation; and thus, by constant repetition, he learns words and phrases. Of what importance is it to him whether *hoop* be a noun and *to roll* a verb, provided he understands the meaning of *I roll my hoop*? The grammatical construction of the language becomes an object of study only when he can speak and read correctly, which correctness is to be acquired by a repetition of efforts stimulated by the desire to understand and to be understood.

It seems self-evident that to possess any language, is to know the words of that language and the laws of their combinations into phrases. This knowledge is best acquired, not by general

rules or abstract metaphysical principles, but by placing the words and phrases of the unknown tongue in juxtaposition with their equivalents in some known tongue. Grammar is only an after growth; it is the generalizing of practical observations on the language. Each student should build up his own grammar; which will be the more valuable to him as it will be the result of his own discoveries, instead of being borrowed at second hand from those of others.

In learning to speak, memory and comparison are the principal instruments. Who, when speaking has time to think of rules? The mind wholly absorbed in the thought, cannot afford to have its attention diverted by grammatical inflexions and rules of syntax. That unconscious readiness can be acquired only by practice, the power of which is such that we daily hear women who have never studied grammar systematically, but who enjoy intercourse with polite society and books, expressing themselves with a correctness and elegance that a thorough-bred grammarian would find it hard to surpass or even to equal.

When, by dint of practice in reading, speaking and writing, the learner has obtained that command of words, that ready recollection of construction and phrases, then let him read a philosophical and rational grammar which will place before him a systematic summary of observations on the laws of the language, most of which he will now be able to verify by his own experience.

In 1650 appeared in France the excellent Latin and Greek grammars called the Port Royal Grammars, from the celebrated Abbey of Port Royal to which their learned authors belonged. They were written in French, and by their clearness and methodical arrangement, gave a general impulse to classical studies in France and served as models for similar works in other countries.

Yet, long before that time, we read of Queen Elizabeth of England and of the ill-fated Lady Jane Gray, having gained a considerable knowledge of Greek and Latin from their learned tutor, the celebrated Roger Ascham, who taught them through the medium of literal translations and of conversation.

Also, the French essayist, Montaigne, who lived about the same time, learned Latin, he tells us, orally from an erudite scholar who talked it with him. "My father and mother learned it with me," he says, "and so well that we were able to make use of it and

talk it; even the servants caught the language. In short, we latinized at such a rate that the infection spread to the surrounding villages where several Latin names for tools and mechanical operations obtained a permanent footing."

The learned Erasmus also contributed not a little to popularize the knowledge of Latin by his amusing colloquies in that tongue, lively, witty, sarcastic and classical.

But to John Locke, who lived about a century later, belongs the credit of laying down in a more systematic form an expeditious and easy method for learning languages, published in 1698. This method, with various modifications and improvements, is the basis of most modern methods for facilitating the study of classical and modern tongues.

This method will form the subject of our next paper.

"A QUESTION OF LOGIC."

MR. EDITOR:—A writer in the April number of the *Monthly*, referring to my previous article on Pronouncing Dictionaries, employs the following language: "Each dictionary has a mark for the broad sound of *a*, which mark is wanting in the word *alternate*, and therefore it is *not* to be pronounced *aul*-ternate."

To this, I replied, in the May number, "My reviewer's logic is certainly at fault," etc.

In the June number, my reviewer rejoins again, as follows: "Whenever *a* is intended to have the broad sound, a certain mark, or symbol, is given to it in the dictionaries. To *a* in the first syllable of *alternate*, no such mark is given. Therefore, *a* in that syllable was *not* intended to have the broad sound. This argument is pronounced to be 'certainly faulty.' I had supposed it to be a common syllogism in the second figure, known among logicians as *camestres*. In symbols, it is expressed thus: Every A is B. No C is B. Therefore,, no C is A. I shall esteem it a great favor if your correspondent will show, in syllogistic symbols, the fallacy of the argument given above."

My first reply is, that I cannot reasonably be expected to show the fallacy of an argument to which I have never objected. I trust, however, I shall find no difficulty in showing the fallacy of

the reasoning in my reviewer's *first* article, which I *have* called in question; and I think it will also be easy to show, that he has not reproduced the argument there found, in the syllogism which I have quoted above.

Let me recall the argument in question. My reviewer says: "Each dictionary has a mark for the broad sound of *a*, which mark is wanting in the word *alternate*, and therefore it is *not* to be pronounced *aul-ternate*." I will first illustrate what I regard as the fallacy of this reasoning by one or two parallel examples.

1. Each dictionary has a mark for the short sound of *i*, which mark is wanting in the word *impel*, and therefore this word is *not* pronounced with the short sound of *i*.

2. Each dictionary has a mark for the short sound of *o*, which is wanting in the word *proclaim*, and therefore this is *not* pronounced with the short sound of *o*.

It will not, I am sure, be doubted, that the reasoning in both these examples is precisely the same as that in the example which I have called in question.

In the first of the examples which I have given, the *conclusion* is incorrect, and in the other it is correct; but the *logic* is manifestly faulty in both cases.

Since both Webster and Worcester furnish thousands of examples in which particular sounds occur, while the corresponding marks are wanting, my reviewer is plainly wrong in assuming, from the general usage of the dictionaries, that the mere absence of a mark is of itself conclusive evidence that the corresponding sound is also wanting.

When my reviewer attempts to restate the argument, in his second article, he says, "*Whenever a is intended to have the broad sound, a certain mark, or symbol, is given to it in the dictionaries.*" It is obvious that, under this proposition, as given in the first article, the mark may or may not be employed in all cases where the sound occurs; and as given in the second article, it must be applied in every case. This changes entirely the character of the first term in my reviewer's syllogism, and makes his reasoning correct in the second article, though it is defective in the first.

But these are mere technical points, entirely subordinate to the main question, and I should not have pursued them if it had not been requested.

I should do my reviewer great injustice, not to accord to him the same earnest desire to advance the interests of popular education which I claim for myself. I appreciate also the eminent ability and indefatigable labors of our two great American lexicographers, and only ask in behalf of schools, that we may have an edition of their dictionaries in which all the vowel sounds shall be noted.

CHICAGO, July 1, 1861.

W. H. WELLS.

✓ PUBLIC SCHOOLS *vs.* SERVICE.

BY DR. J. G. HOLLAND. — (*Concluded.*)

The country has great reason to lament the effect of the kind of instruction upon which I have remarked. The universal greed for office is nothing but an indication of the appetite for distinction which has been diligently fed from childhood. It is astonishing to see the rush for office on occasion of the change of State or national administration. Men leave quiet, remunerative employments, and subject themselves to mean humiliations, simply to get their names into a newspaper, and to achieve a little official importance and social distinction. This desire seems to run through the whole social body, and a kind of moral scrofula develops itself in various ways, according to the circumstances and peculiarities of constitution. The consequence is, that politics have become the pursuit of small men, and we no longer have an opportunity to put the best men into office. The scramble for place among fools is so great and so successful, that men of dignity and modesty retire from the field in disgust. Everybody wants to "be something," and in order to "be something," everybody must leave his proper place in the world, and assume a position which God never intended he should fill. Look in upon a State Legislature once, and you will find sufficient illustration of my meaning. Not one man in five possesses the first qualification for making the laws of a State, and half of them never read the Constitution of the country. I mean no contempt for the good, honest men of whom our Legislature is composed, but I wish simply to say that there is nothing in their quality of mind, habits of thought, intellectual power, or style of pursuits that fits them for the great functions of legislation. They are there, a set of "nobodies," mainly for the purpose of becoming "somebodies," and not for any object connected with the good of the State.

Somehow, the students in all our schools get the idea that a man, in order to be "somebody," must be in public life. Now think of the fact, that the millions attending school in this country have in some way acquired this idea, and that only one in every thousand of these is needed in public life, or can win success therein. Let this fact be realized, and it is easy to see that the nine hundred and ninety-nine will feel that they are somehow cheated out of their birthright. They desired to be in public life and be "somebody," but they are not, and so their lives grow tame and tasteless to them. They are disappointed. The men solace themselves with a petty justice's commission, or a town office of some kind, and the women—some of them—talk about "women's rights," and make themselves notorious and ridiculous at public meetings. I think women have rights which they do not at present enjoy, but I have very little confidence in the motives of their petticoat companions, who court mobs, delight in the notoriety, and glory in their opportunity to burst away from private life, and be recognized by the public as "somebodies." I insist on this, that private and even obscure life is the normal condition of the great multitude of men and women in this world; and that, to serve this private life, public life is instituted. Public life has no legitimate significance, save as it is related to the service of private life. It requires peculiar talents and peculiar education, and brings with it peculiar trials; and the man best fitted for it would be the last man confidently to assert his fitness for it.

Thousands seek to become "somebodies" through the avenues of professional life; and so professional life is full of "nobodies." The pulpit is crowded with goodish "nobodies"—men who have no power—no "unction"—no mission. They strain their brains to write common-places, and wear themselves out repeating the rant of their sect and the cant of their schools. The bar is cursed with "nobodies" as much as the pulpit. The lawyers are few; the "pettifoggers" are many. The bar, more than any other medium, is that through which the ambitious youth of the country seek to obtain political eminence. Thousands go into the study of law, not so much for the sake of the profession, as for the sake of the advantages it is supposed to give them for political preferment. An ambitious boy who has taken it into his head to be "somebody," always studies law: and as soon as he is admitted to the bar, he is ready to begin his political scheming. Multitudes of lawyers are a disgrace to their profession, and a curse to their country. They lack the brains necessary to make them respectable, and morals requisite for good neighborhood. They live on quarrels, and breed them that they may live. They have spoiled themselves for private life, and they spoil the private life around them. As for the medical profession, I tremble

to think how many enter it because they have neither piety enough for preaching, nor brains enough to practice law. When I think of the great army of little men that is yearly commissioned to go forth into the world with a case of sharp knives in one hand, and a magazine of drugs in the other, I heave a sigh for the human race. Especially is all this lamentable, when we remember that it involves the spoiling of thousands of good farmers and mechanics, to make poor professional men, while those who would make good professional men, are obliged to attend to the simple duties of life, and submit to preaching that neither feeds nor stimulates them, and medicine that kills or fails to cure them.

There must be something radically wrong in our educational system, when youth are generally unfitted for the station which they are to occupy, or are forced into professions for which they have no natural fitness. The truth is, that the stuff talked to boys and girls alike, about "aiming high," and the assurances given them, indiscriminately, that they can be anything that they choose to become, are essential nuisances. Our children all go to the public schools. They are all taught these things. They all go out into the world with high notions, and find it impossible to content themselves with their lot. They had hoped to realize in life that which had been promised them in school, but all their dreams have faded, and left them disappointed and unhappy. They envy those whom they have been taught to consider above them, and learn to count their own lives a failure. Girls starve in a mean poverty, or do worse, because they are too proud to work in a chamber, or go into a shop. American servants are obsolete; all common employments are at a discount; the professions are filled to overflowing; the country throngs with demagogues, and a general discontent with an humble lot prevails, simply because the youth of America have had the idea drilled into them that to be in private life, in whatever condition, is to be in some sense a "nobody." It is possible that the schools are not exclusively to blame for this state of things, and that our political harangues, and even our political institutions, have something to do with it.

What we greatly need in this country is the inculcation of soberer views of life. Boys and girls are bred to discontent. Everybody is after a high place, and nearly all fail to get one; and failing, lose heart, temper and content. The multitude dress beyond their means, and live beyond their necessities, to keep up a show of being what they are not. Farmers' daughters do not love to become farmers' wives, and even their fathers and mothers stimulate their ambition to exchange their station for one standing higher in the world's estimation. Humble employments are held in contempt, and humble powers are everywhere making high employments contemptible. Our children need to be edu-

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cated to fill, in Christian humility, the subordinate offices of life which they must fill, and taught to respect humble callings, and to beautify and glorify them by lives of contented and glad industry. When public schools accomplish an end so desirable as this, they will fulfil their mission, and they will not before. I seriously doubt whether one school in a hundred, public or private, comprehends its duty in this particular. They fail to inculcate the great idea that the majority of the youth which they contain have relation to those offices, that no man is respectable when he is out of his place, and that half of the unhappiness of the world grows out of the fact, that, from distorted views of life, men are in places where they do not belong. Let us have this thing altogether reformed.

OHIO TEACHERS' ASSOCIATION.

The thirteenth annual meeting of this Association was held in Elyria on the 2d, 3d and 4th days of July, 1861.

The Association met in the Presbyterian Church, on Tuesday, July 2, at 10 o'clock, A. M., and was called to order by the President, Dr. A. D. Lord, of Columbus.

The exercises were opened with prayer by Rev. F. A. Wilber, of Elyria.

G. G. Washburn, Esq., President of the Board of Education of Elyria, made a brief address, welcoming the Association. It was responded to by the President.

On motion of Mr. Wm. Mitchell, R. W. Stevenson, of Norwalk, and Geo. L. Mills, of Newark, were chosen Assistant Secretaries.

The Inaugural Address was then delivered by the President, Rev. A. Duncan, of Licking, in the chair.

At the conclusion of the Address, the Rev. Thomas Hill, President of Antioch College, at the request of the Association, read a beautiful impromptu Poem entitled "All Hail to the Stars and the Stripes."

On motion of Mr. E. E. White, that part of the Address relating to the cultivation of a spirit of patriotism in our Schools, was referred to a Committee of three, to report on Thursday. Messrs. M. T. Brown, of Lucas, Alex. Duncan, of Licking, and E. T. Tappan, of Hamilton, were appointed said Committee.

At the suggestion of the President, so much of the Address as referred to National History and Civil Polity, was assigned to a Committee of three, to report on Thursday. Messrs. Wm. Mitchell, of Knox, A. Schuyler, of Seneca, and A. A. Smith, of Summit, were appointed said Committee.

Announcements were made by the Chairman of the Executive Committee relative to the order of proceedings, and a recess given, during which names of delegates were enrolled.

Mr. A. J. Rickoff, of Cincinnati, who was to report on "Primary Instruction and Discipline," at this hour, being absent, the subject was presented by E. E. White, of Columbus, and discussed by Messrs. Tappan and Kingsley.

Adjourned to meet at 2 o'clock, P. M.

AFTERNOON SESSION.

Discussion on Primary Instruction continued, by Messrs. White, Hill, Tappan, Royce, Mitchell and Kingsley.

After a short recess, Hon. Jas. Monroe, of Oberlin, excused himself from the evening Address, as circumstances beyond his control had prevented its preparation.

Mr. M. F. Cowdery then made a report on Local School Supervision. This was followed by an earnest discussion on an apparent diminished interest in Educational matters in the State, the late action of our Legislature in reference to the School Law, and the duties of the friends of Education at this particular time. Discussion engaged in by Messrs. Cowdery, Brown and Mitchell.

The Executive Committee announced an Address at 8 o'clock, P. M., by M. T. Brown, of Toledo, in place of the Annual Address.

Adjourned to meet at 7½ o'clock.

EVENING SESSION.

On motion of Hon. Anson Smyth, a Committee of five were appointed to determine upon the place of the next meeting of the Association. Messrs. Kingsley, Mitchell, Brown, Wright and Royce, were appointed said Committee.

A discussion on Modes and Results in Teaching Spelling, was opened by Dr. Lord with earnest, practical remarks. Messrs. Duncan, Watkins and Hill participated.

Mr. Brown, of Toledo, then delivered a highly interesting address on "*The Orators of the People*."

Adjourned to meet Wednesday morning, at 9 o'clock.

SECOND DAY.

WEDNESDAY, JULY 3.

The President called the Association to order at 9 o'clock.

Prayer by Rev. J. Montieth, of Elyria.

Minutes of yesterday's proceedings were read and approved.

On motion of Mr. Smyth, a Committee of five were appointed to nominate officers for the ensuing year. Messrs. Mitchell, of Mt. Vernon, Cowdery, of Sandusky, Hole, of Akron, McMillan, of Youngstown, and Rice, of Cincinnati, were appointed said Committee.

Mr. Geo. L. Mills moved that the office of Recording and Corresponding Secretaries be filled by the same person. Referred to the nominating Committee.

The Committee on place of next meeting reported invitations from Toledo, Norwalk, and Mt. Vernon. No place having been determined upon, the Com-

mittee was instructed to consider the matter further and report at the afternoon session.

The Secretary reported the result of correspondence with Railroad Companies in regard to half-fare tickets. After some remarks by Mr. E. E. White on the subject, Mr. Duncan moved that the President of the Association be appointed a Committee to correspond with the directors of the various Railroad Companies of the State, and, if possible, make a permanent arrangement by which the members of the Association may be permitted to go to and return from its annual meetings at half-fare. Carried.

Mr. M. F. Cowdery commended to the Association the *Educational Monthly*, not only as a valuable periodical for Teachers, but as an important "arm of the service." He alluded to the practical character of the Monthly and the purpose of its Editors to devote themselves to the work of sustaining our School System, and urged teachers to sustain it.

Mr. A. Duncan heartily approved of Mr. Cowdery's remarks, and spoke of the Monthly in the highest terms.

Mr. E. T. Tappan, after speaking very favorably of the character of the Monthly, referred to an important law passed at the last session of the Legislature, concerning Teachers' Institutes.

Mr. E. D. Knigsley remarked that he believed in sustaining the Monthly if it merited support. He had at times bolted; but now being pleased with its practical character, he should give it his earnest support. He remarked that the teachers under him liked it, and took it for that reason.

Mr. White spoke briefly on the same subject, thanking the gentlemen for their good opinions of the Monthly, and assuring all that its Editors would endeavor to labor for the Educational interests of the State.

Mr. Smyth also made some statements in regard to the business management of the Monthly, stating that Teachers could depend upon accuracy and promptness.

Mr. White, Chairman of the Executive Committee, read a letter just received from Rev. Robert Allyn, of Cincinnati, stating that after every preparation to come to the Association, the Board of Trustees had requested him to remain in the city.

The President read a communication from the citizens of Elyria, inviting the members of the Association to unite with them on Thursday afternoon in celebrating the Anniversary of American Independence.

The invitation was accepted and arrangements to comply were announced by the Executive Committee.

The President also read a communication from Mrs. Heman Ely, inviting the members of the Association to attend a Reunion at her residence, in the evening at 8 o'clock.

On motion of Mr. Wm. Mitchell, the invitation was cordially accepted and the thanks of the Association returned.

After a short recess, the Rev. Thomas Hill, of Yellow Springs, delivered a thorough and scholarly address on "*The True Order of Studies.*"

Adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.

The President called the Association to order at 2 o'clock.

Mr. White, chairman of the Executive and Finance Committees, presented the following Report:

At the last annual meeting of the Association at Newark, the Executive Committee reported a final settlement with Messrs. Follett, Foster & Co., for publishing the JOURNAL OF EDUCATION. A debt of \$100 with interest due Mr. J. D. Caldwell, was reported—being the last claim against the Association on the JOURNAL's account. The Committee is now happy to report that this debt has been paid, and that the Association is finally free from this incumbrance.

The old accounts of the McNeely Normal School are still unsettled. The Board of Trustees have done all in their power to reach a final settlement. Upon the claim of Miss Cowles, the Executive Committee have paid another \$50, and now recommend that the balance due her be paid from the funds of the Association as soon as possible. The Board of Trustees, relieved from Miss Cowles' bill, may be confidently expected to adjust all other claims.

It may be proper to add that the Normal School and the JOURNAL are now in private hands. The history of these enterprises shows that while the Association was trying to carry them forward, they were burdening it beyond endurance and were, in turn, crippled by bad financial management. Separate, all three are vigorous and prosperous.

The following statement shows the receipts and expenditures of the Association for the current year:

RECEIPTS,

By balance at Dayton Meeting per A. Duncan, Treasurer.....	\$4.35
By old bills for advertising collected by Committee.....	15.25
" bill collected by Anson Smyth.....	14.80
" membership fees at Newark.....	160.00
	<hr/>
	\$194.40

EXPENDITURES.

For printing, stationery, postage, etc.....	\$10.80
" balance due Jno. D. Caldwell.....	115.08
On claim of Miss Betsey M. Cowles.....	50.00
	<hr/>
	\$175.80
Balance in the Treasury.....	\$18.80

Respectfully submitted,

E. E. WHITE,

Chairman Executive Committee.

Report accepted and ordered to be placed on file.

Mr. Tappan, acting member of the Board of Trustees of the McNeely Normal School, made a statement of the proceedings of the Board in settling up its indebtedness. The business could now be settled if those who had pledged money would pay one half of the sum pledged.

The Committee on place of holding the next meeting reported, recommending Mt. Vernon. Report adopted.

Mr. Mitchell, chairman of Committee on Officers, presented the following report, which was unanimously adopted.

For President.—Wm. N. Edwards, Miami.

Vice Presidents.—I. P. Hole, Summit; G. K. Jenkins, Jefferson; Robert Allyn, Hamilton; Wm. McKee, Licking.

Recording and Corresponding Secretary.—Edwin Regal, Harrison.

Auditor.—M. F. Cowdery, Erie.

Treasurer.—Chas. S. Royce, Huron.

Executive Committee.—E. E. White, Franklin; Wm. Mitchell, Knox; E. C. Bruce, Ashtabula; J. O. Chapman, Stark; E. D. Kingsley, Franklin; Cyrus Nason, Hamilton; M. T. Brown, Lucas.

Finance Committee.—The first five of the Executive Committee.

At 2½ o'clock, the Hon. Anson Smyth, School Commissioner, gave an Address on the *Condition of Schools and Education in the State*.

At 3½ o'clock, Mr. Brown, of Toledo, made a Report on Gymnastics in Schools.

Mr. Smyth testified to the utility and success of Gymnastics as practiced in the Toledo Schools.

Adjourned to meet at Ely's Hall, at 7½ o'clock.

EVENING SESSION.

The President called the Association to order at 7½ o'clock.

Mr. Chas. S. Royce, of Norwalk, gave an interesting exhibition of Lewis' New Gymnastics.

At 8½ o'clock, according to previous arrangement, the Association adjourned to Mrs. Ely's residence, where a sumptuous entertainment and a pleasant interchange of social greetings were enjoyed by a large number of teachers and citizens.

THIRD DAY.

THURSDAY, JULY 4, 1861.

Association met at 9 o'clock—the President in the chair.

Prayer was offered by Rev. F. A. Wilber, of Elyria.

The minutes of Wednesday's proceedings were read, and after some corrections, were approved.

Mr. A. Duncan, from the Committee on Patriotism, reported the following:

The Committee to whom was referred so much of the Inaugural Address of the President as relates to the propriety and necessity of special efforts at the present time to imbue the minds of our youths with the spirit of patriotism, beg leave to report that they fully concur in the sentiment of the Address on the topic. Now is the time to hold up before our pupils the hideousness of the monstrous political heresy of Secession, so called.

The facts relating to the organization of our Government, to the dangers which threatened its infancy and to the labors and sacrifices which wrought out its establishment, all these are now matters of history, and that history is within the reach of every teacher. Now is the time to bring them forth anew, that in the light of them the weakness of the old Confederation may be seen, and to contrast therewith the strength and power for good in every direction of the present Constitution. Now it seems to your Committee that nothing can be more becoming to the teacher, in the present emergency, than special pains to exhibit and illustrate the love of country which characterized the fathers of our republic. And then the free institutions which they secured for us, and the boundless blessings and benefits which have descended to us, and distinguished us as a nation, furnish the best material for making the most favorable impressions on the minds and hearts of our youth. Let us be diligent, patient and skilful in their use, and the miserable doctrine of State allegiance *first* and National allegiance *last*, will be remembered only to be execrated by future generations.

But it is unnecessary for your Committee to argue or attempt to enforce what was so fully and impressively set forth in the President's Address. It only remains for your Committee to submit a few simple resolutions, as expressive of the views of this body, in the present state of this country.

1st. **RESOLVED**, That as teachers and friends of Education, we are admonished by the present exigencies of our country, to labor with more directness and efficiency, to instill into the minds and hearts of all our youth, the living spirit of an exalted, intelligent, and ardent patriotism; and thus, if possible, guard against the recurrence of such untold evils as now threaten our country and the world.

2d. **RESOLVED**, That in the opinion of this body, the doctrine of secession has no foundation, and has no encouragement in the Constitution of the United States.

3d. **RESOLVED**, That the States which have seceded, as they call it, are in open rebellion against the Government of the United States; and that those who have aided to make secession a practical thing, or who now aid or abet them in the same, are traitors to their Country, and guilty of the highest political crime.

4th. **RESOLVED**, That we deem it our duty and privilege to sustain the Government of the United States against all its enemies, Domestic and Foreign; and that we will support it by all the means in our power in its present struggle to maintain itself against all those who are seeking to overthrow it.

5th. **RESOLVED**, That we have no ill will towards any portion of our fellow-citizens in the South, and that we have no desire to see any part of them subjugated to the North. But it is our desire and hope that there should be no compromise with traitors, and that there shall be no cessation by the Government of vigorous measures in the present war, until the last vestige of rebellion is crushed out, and the people of the South equally with those of the North, yield unreserved obedience to the laws of the land and all share alike in the rights and privileges secured by the Constitution of our common country.

6th. **RESOLVED**, That the Executive Committee be requested to secure the publication of that part of the President's Address, which refers to this subject, in the Educational Monthly and other papers by them selected.

The report was unanimously adopted.

Mr. Wm. Mitchell, from the Committee on Instruction in National History and Civil Polity, reported verbally, concluding with the following preamble and resolution:

WHEREAS, Our National prosperity, and the perpetuity of our free institutions, depend upon the general diffusion among the people, of a knowledge of the fundamental principles of our Government, and the causes of the advancement and decline of Nations; and, **WHEREAS**, It is the object of public instruction, to prepare our pupils for the proper discharge of their duties as patriots and citizens of a common country, as well as for the private duties of life; therefore,

RESOLVED, That the study of National History should find a place in every Public School, and that we urge upon parents and teachers the importance of making provisions also for instruction in Civil Polity, if not as a regular branch of study, yet in such methods as shall, by their attractiveness and simplicity, be adapted to the capacity and circumstances of all our youth.

The report was earnestly discussed by Messrs. Royce, Haywood, Taylor, Smith, Catlin, President Lord, Dr. Griswold, of Elyria, Heaton, of Salem, White and Mitchell.

During the discussion it was ascertained that out of the 78 teachers of Primary, Secondary, Grammar and Country Schools, present at the time, but 15 of them had been accustomed to teach History, and of the 15, 12 were teachers in Union Schools, and that out of the 289,000 scholars enrolled in the Schools in the State, but 9,000 were studying History.

The report was adopted.

On motion, the Executive Committee was instructed to appoint some individual to present a report at the next meeting, on the best methods of teaching History and those fundamental facts and principles which underlie the duties of the citizen.

Dr. Lord, calling Mr. A. A. Smith, of Summit, to the chair, made some very interesting statements relative to the manner in which such instruction was communicated in the State Institution for the Blind.

After a recess of five minutes, Mr. White called the attention of teachers and superintendents who wished to inform themselves as to the early history the Association and the work of the noble men who laid the foundations of our School System, to the first six volumes of the "Ohio Journal of Education." The history of that effort is here recorded, and all who would appreciate

what has been done and prepare for the work now before them, should read this record. He stated that Dr. Lord had full sets, neatly bound, which he had taken from the Association as pay for services as Agent and Editor. The six volumes can be procured for \$5.00.

Mr. Royce called attention to the *Journal of Progress*.

Reports from Counties on the condition of Schools were then called for. The larger portion of the delegates having left, but few Counties were head from.

On motion, the time for each report was limited to three minutes.

The following persons briefly stated the condition of Schools in their respective Counties:

Mr. Bruce, for Ashtabula.
 " Taylor, for Belmont.
 " Watkins, for Crawford.
 Miss Winchester, for Cuyahoga.
 " Hicks, for Delaware.
 Mr. Persing, for Erie.
 Dr. Lord, for Franklin.
 Mr. Beebee, for Green.
 " Tyler, for Guernsey.
 " Thompson, for Hancock.
 " Stevenson, for Huron.

Mr. Mitchell, for Knox.
 " Mills, for Licking.
 Dr. Catlin, for Lorain.
 Mr. Watkins, for Morrow.
 Miss Atwater, for Portage.
 Mr. Reed, for Richland.
 " Sowers, for Sandusky.
 " White, for Scioto.
 " Chapman, for Stark.
 " Smith, for Summit.

These brief reports indicate that our Schools are, on the whole, in a very favorable condition. Most of the Union Schools of our villages and cities reported no change in salaries. In a few instances, the Boards of Education have made slight reductions. Movements for holding Institutes in several counties were spoken of.

In some of the counties, the wages of teachers in the District Schools were reported as being very low; in most of these counties teachers still "board around." In a few instances, Boards of Examiners received censure for granting certificates to unqualified persons. The principal items reported were school-houses, qualifications of teachers, salaries, custom as to teacher's board, teachers' institutes and meetings, public sentiment, etc.

On motion of Mr. Duncan, the call of counties was omitted at Summit, the hour for adjournment having passed.

Mr. Duncan offered the following resolutions which were unanimously adopted:

RESOLVED, That the thanks of the Association are due and are hereby tendered to Dr. Catlin, to his fellow Teachers, and to the Board of Education of Elvria for the pleasant arrangements made for this, the Thirteenth Annual Meeting of this body, to the Trustees of the Presbyterian Church and the Proprietors of Ely's Hall, for their gratuitous use, to the citizens of Elvria generally for their generous reception and hospitality, and to such railroad companies as have granted to our delegates the privilege of passing over their roads at half-fare.

RESOLVED, That Dr. Catlin be requested to convey to the parties therein named, a copy of the above resolution, in such way as may seem to him best.

The benediction was pronounced, and the Association adjourned to meet in Mount Vernon in 1862, at the call of the Executive Committee.

J. H. REED,
Secretary.

MEMBERS AND DELEGATES IN ATTENDANCE.

ASHTABULA Co.—G. W. Walker, A. E. Eastman, C. E. Bruce, A. D. Winchester, Mr. Haywood.

BELMONT.—W. E. Taylor.

CRAWFORD.—David Kerr, W. Watkins, I. F. Bangs.

COSHOOTON.—J. Giles.

CUYAHOGA.—S. N. Sanford, Chas. F. Rounds, C. S. Bragg, M. Tabor, I. H. Pool, H. Bullitt, G. H. Hartupe, W. W. Cushing, Mary Mahan, Emeline Curtiss, Betsey Dutton, Emily Russell, Mary E. Clapp, L. Carter, Nettie Winchester, Julia Wheeler.

COLUMBIANA.—W. P. West, Jacob Heaton, Allen Boyle.

DELAWARE.—Miss E. E. Hicks.

ERIE.—M. F. Cowdery, J. R. Jewett, H. W. Persing, N. D. Brooks, A. C. Candee, C. F. Beardsley, A. Summers, Mrs. M. J. Logan, Harriet Botsford, Miss A. C. Alexander, Miss Beardsley.

FRANKLIN.—Anson Smyth, A. D. Lord, E. E. White, E. D. Kingsly, Sarah Cowles, Emma L. Reed, Ellen M. Smith, Mary Gaze, Mary Leamon, Mary S. Rice, Anna Thomas.

GREENE.—Rev. Thomas Mill, Mary J. Fairman, Mr. Beebe.

GUERNSEY.—J. D. Taylor.

HAMILTON.—Eli T. Tappan, Mr. Rice.

HURON.—R. W. Stevenson, O. A. White, H. M. Newton, C. S. Royce, C. F. Breckenridge, Mrs. R. A. Stevenson, Ella McConnell, Mary E. Burbank, Miss N. M. Waugh, Emma Husted, Sarah D. Todd.

HANCOCK.—S. P. Thompson.

HARRISON.—Edwin Regal, Sarah M. DeLany.

JEFFERSON.—Isaac Wright.

KNOX.—Wm. Mitchell, Miss M. J. Mitchell, Thomas F. Hicks.

LOKAIN.—Wm. C. Catlin, Mrs. M. E. Catlin, Dr. Griswold, Geo. G. Washburn, Isaac Allen, Wm. C. Chapman, Hon. James Monroe, Prof. Henry Fairchild, Prof. James Fairchild, G. N. Carruthers, L. A. Waters, R. G. Horrs, John Wade, H. J. Hart, F. B. Fox, E. B. Hungerford, S. Breckenridge, H. D. Phelps, H. A. Freeman, M. E. Kewley, H. E. Brown, P. W. Payne, J. H. Laird, H. N. Penfield, C. F. Fenn, S. A. Camp, J. H. Crummet, H. Rawson; Misses Mary E. Patterson, Sophronia Boynton, Hannah Gilbert, L. E. Smith, M. Sears, Laura Pinney, T. Patterson, Thankful Boynton, Frances A. Haren, Helen M. Hotchkiss, Minerva Tenny, Nellie Bruce, E. L. Thompson, R. L. Bowman, H. A. Patterson, Sophia E. Patterson, Mary J. Vincent, Soptia E. Royce, Angie Bruce, Sarah Snow, Clara Bosworth, E. Fisher, C. Wilder, M. Cahoon, Lucy S. Oldfield, Orta Reeder, Cornelia S. Jackson, Helen Cahoon, Mary Wilder, N. Briggs, Darsalina Bates, Celia Case, Harriet Perkins, Harriet Burt, Grace Hoyle, Floretta Dogood, Minnie Sears, Huldah Jackson, Louisa Smith, Mrs. S. A. Olmsted, A. H. Brown, Misses M. C. West, E. M. Brown, A. C. Houghton, Tempa Foot, L. M. Drew, L. E. Sparkaw, J. Hosford.

LICKING.—Alex. Duncan, Geo. L. Mills, S. S. Carter, Annette Voris, Entilla Odell, Agnes S. Duncan, Anna E. Mills.

LAKE.—S. A. Cravath.

LUCAS.—M. T. Brown, H. Fiet.

MARION.—D. S. Jones.

MAHONING.—J. E. Cummings, R. McMillan.

MUSKINGUM.—R. Q. Beer.

PIQUA.—S. E. Holden.

PORTAGE.—D. D. Pickett, H. H. Stevens, Ella C. Winchester, Mary Atwater.

RICHLAND.—J. H. Reed, Mrs. C. S. Reed, B. R. Gass, M. Painter, Miss C. M. Ehlers.

SUMMIT.—A. A. Smith, I. P. Hole, G. L. Starr, S. Williams, L. M. Oviatt, M. S. M. Bowen.

SENECA.—A. Schuyler, Mrs. A. Schuyler.

STARKE.—J. O. Chapman.

SANDUSKY.—E. Sowers.

WAYNE.—J. Williams, Miss A. Hurd.

L. E. Holden, Michigan; John Strong, Jacob Gear, L. A. Gray, Indiana; C. L. Tumbling, L. S. Holden, New York; G. W. Batchelder, Illinois.

The above list is imperfect, as many in attendance after the first day failed to report themselves to the Secretaries.

Editorial Department.

THE ELYRIA MEETING.

The official minutes and our report of discussions are so full that little need be said, editorially, of the meeting at Elyria. But for the information of those who were not in attendance, we will briefly notice a few characteristic points.

An Agreeable Disappointment.—By many it had been feared that the attendance would be much smaller than at former meetings of the Association. Elyria is a border town, and not directly accessible by railroad, except to a small proportion of the people of the State. It was thought that the war excitement would greatly divert attention from the meeting. Some had counseled the abandonment of the purpose of holding a meeting for the present year; confidently prophesying that an attempt would prove a disastrous failure. But a most agreeable disappointment was experienced by the fearful and unbelieving. The number present was larger than the most hopeful had anticipated. We have not the data at hand for instituting comparisons, but we are confident that in respect to numbers the Elyria gathering was full up to the average of the meetings of the Association. The northern half of the State was never before so well represented.

Unusual Cheerfulness.—This meeting was characterized by a high degree of pleasantness. Since the former meeting, at Newark, a year of great excitement and anxiety had passed. The presidential election, the secession of Southern States, the great civil war and the fear, on the part of many, that our School System was to be greatly crippled, had been causes of deep solicitude. And it was with unwonted satisfaction that old friends met and related their several experiences. Never were greetings more candid, and never did more kindly sympathies flow from heart to heart. All came as brothers and sisters in reunion, after long separation. And this sentiment of good will was not limited to private and social intercourse. It pervaded all our public transactions. Not one sour thought found expression; not one unkind or disrespectful word was uttered. And all attendant circumstances helped to promote and strengthen this "era of good feeling." The weather was most charming—clear, cool and refreshing. Lake Erie each day contributed a fresh supply of its invigorating breezes. Elyria is one of the most beautiful villages in the State, and its people are not surpassed in intelligence and hospitality. Their hotels are excellent; while all ladies and many gentlemen found pleasant homes in private families. The social gathering at the residence of Heman Ely, Esq., on Wednesday evening, added greatly to the happiness of the occasion.

The Addresses and Discussions were able and instructive.—They may have been equaled, or surpassed, even, on former occasions of the kind, as mere intellectual efforts; but as earnest, clear, practical and common sense discussions of educational topics, they were exceedingly interesting and instructive.

The state of the country, the peculiar duties of Teachers in regard to patriotism, and the fact that many of our former co-laborers in teaching, and many of our former pupils are now in our armies, afforded materials for fresh and impressive illustrations. We think that from no former meeting of the Association have its members returned to their homes with so strong a sense of profit derived.

A Manifest Improvement.—Some people have been possessed of the idea that among our twenty thousand Teachers in Ohio, there are several whose social culture is not all that could be desired. Our own opinion is that, in politeness, the Teachers of our State are quite equal to the rest of our citizens. In truth, it is our opinion that they are, in this respect, somewhat superior to the average of our people. But it requires no great amount of reflection to perceive that all Teachers should be models and examples in the way of good manners. In social bearing, in genuine civility and refinement, they should be far above the dead level of society. And because more of them are not all that they should be—because some are rude and coarse—because their manners are displeasing to those of high social culture, our public schools have been objected against. Parents who have a high regard for refined manners have, in some localities and in some instances, feared to place their children in these schools, lest they should form habits of incivility. And in some instances, during former years, we have thought that the meetings of our State Association afforded evidence that some of us were not irreproachable in respect to this very important particular. But the Elyria meeting, so far as we saw and heard, gave not the least occasion for such complaints. There was a degree of good order, respect and courtesy which would have done credit to any assembly of gentlemen and ladies. In not one instance had the president occasion for calling a member to order, and in not one instance was an appeal taken from a decision of the chair. Members, "having the floor," were in no case interrupted. There was very little entering and leaving the house during session. And during the recesses and at the general gathering at Mr. Ely's, while there was no lack of vivacity and spirit, there was nothing rude and uncivil. So marked was this feature of the meeting that it was mentioned with satisfaction by many of the older members of the Association.

The result of the meeting must prove greatly advantageous to the cause of education throughout the State. The address of the School Commissioner and the statements made by representatives of numerous counties, demonstrated the cheering truth that the Schools throughout the State are constantly improving; that they were never in so prosperous condition as at present. All evidently "thanked God, and took courage."

Much credit is due to Dr. Lord for the kind and dignified manner in which he presided; to the Executive Committee, (the writer of this is not a member of that Committee,) for the admirable arrangement and direction of the business of the meeting, and Dr. Catlin for his efficiency in preparing the way of the Association, and making its paths straight.

TAKE COURAGE.—The bombardment of Sumter occurred during our first editorial labors upon the *Monthly*. Our introductory was written under the inspiration of that event. For a few days, there seemed to be an almost utter aban-

donment of every home interest. Men pocketed their hands and walked about the streets as though "the chief end of man," in a time of war, was to wait upon the telegraph!

Amid this general paralysis of business and industry, we greatly feared that the cause of Education would receive an unnecessary check. We could see, however, no cause for neglecting this great interest. On the contrary, we urged upon Educators the necessity of prosecuting their work with unabated vigor. The *Monthly* counselled the holding of Institutes and the Annual Meeting of the Association as usual. It put forth every effort to vitalize our school forces and keep them in vigorous operation.

We feel paid for our zeal in this direction, in the encouraging results now manifest. A successful meeting of the Association has been held, the reports from our Normal Institutes, now in session, are hopeful and a goodly number of other Institutes are soon to open.

The Normal Academy of Music at Ashland opened on the 8th inst. The *Times* says: "Three times as many students from a distance are here, as were present at the opening last year, and everything bespeaks a prosperous session." An enthusiastic letter from Mr. Barber gives similar testimony. A letter from "A. D. F," of Lebanon, says: "The Five Weeks' Session commenced on the 8th of July. A large number were in attendance at the first meeting and the classes are fast filling up."

The closing exercises of our Schools, Seminaries and Colleges have evinced continued interest in education on the part of the pupils. The usual war monotony of many of our exchanges has been greatly relieved by spirited and appreciative educational articles. In our attempt to scissor the educational items from the Xenia *Forch Light* and Springfield *News*, we found it necessary to take about a *third* of each paper.

Last, but by no means least to us, there comes up from teachers, superintendents, and school examiners in all parts of the State, the encouragement that *they are going to work for the Monthly*. A few—too few—send along the evidence that they are already at work. May their numbers greatly increase!

It is true that a few Boards of Education, in some of our Cities, have felt obliged to *retrench* by shortening the school year, diminishing the number of teachers or reducing their salaries. In most of our cities and towns, however, no change has been made. In some cases, a popular vote has sustained the policy of keeping the schools in vigorous operation.

All these things bid Educators take courage and go forward.

MISSOURI SCHOOL FUND SAFE!—We had the pleasure recently of meeting Prof. Tracy, of Jefferson City, Missouri, Editor of the *School and Home Journal*. We learn from him that the late act of the Rebel Legislature of that State appropriating the school funds to arm traitors, has been thwarted. The rebels were routed by Gen. Lyon before they got possession of the money. Steps have been taken to nullify the action of the Legislature, and the funds will be appropriated to their legitimate use. Future generations of Missourians will bless the memory of BLAIR, LYON and SEIGEL.

We learn also from Prof. Tracy that the *Journal* is to be continued. Not having

received the late numbers, we were about to chronicle its probable demise. We are happy to learn that this sterling periodical is still to do good battle against ignorance in Missouri. Very few periodicals could meet the discouragements that now beset it.

HIGH SCHOOLS.—Our exchanges contain full and interesting notices of the graduating exercises of a number of these institutions. Cleveland, Columbus, Toledo, Xenia, Ravenna, Warren, etc., have but one story in regard to these occasions, viz: crowded halls and churches, commendable exercises on the part of the classes, spirited and able educational addresses, good music, etc. This does not look much like abandoning these institutions! The High Schools of Ohio never stood as firmly in public esteem as they do to-day.

THE MONTHLY.—We have been looking over the last three numbers to see in what respects the *Monthly* can be made still more worthy of support. Here are our observations: Our readers consist mainly of three classes: 1. Superintendents and Teachers of Graded Schools. 2. Teachers of District Schools. 3. Members of Boards of Education and Examiners. To these may be added a few Presidents of Colleges, Principals of Seminaries and Academies, and a few school men not connected directly with the work of teaching.


Now while it is true that the general interests of these different classes are met by the same articles, it is also true that they have other interests peculiar and special. In these *special* wants, the *Monthly* is still too much devoted to the first class of readers. We intend to correct this. The peculiar circumstances under which our district teachers labor shall receive more attention.

An actual count on the first of June, gave four hundred and twenty-five members of School Boards among our subscribers. We prize these readers. They have committed to them an important trust. A still larger space in the *Monthly* shall be appropriated to their interests.


QUERY.—Why are our subscribers in Colleges, Seminaries and Academies limited to the Presidents and Principals? Do not the *teachers* in these institutions need an educational periodical? A glance at the *Monthly* will show that more than half of its regular contributors are outside of our Public Schools. Will not our friends increase the number of our readers among the *teachers* in our private institutions?

OUR AGENTS.—We intend to publish from month to month the remittances of our agents. This will not only show who are aiding the *Monthly*, but will also indicate whether money has been duly received.

Subscribers can commence either at January or July. We understand that subscribers wish to commence with the volume (January) *unless we are informed to the contrary*. Agents and others, sending the names of *new* subscribers, will please bear this in mind.

 Our reports of the discussions and addresses at the Elyria meeting, will appear in the September number; also a part of the President's Inaugural.

President Hill promises to continue his excellent series of articles.

 Our Official Department, Notices of Schools, and Book Reviews are crowded out by the Proceedings of the Teachers' Association.

CORRESPONDENCE.—The following letter from a prominent Lawyer, contains a just rebuke for scores in our own profession who cannot "afford to take an Educational periodical."

SANDUSKY CITY, O., June 25, 1861.

EDITOR OF EDUCATIONAL MONTHLY:—I have just received the July number of the *Educational Monthly*, and the circular notifying me of the expiration of my subscription. I come under the head of "fourthly," not having taught any since the days when we "boarded round," but have a full set of the "Journal of Education," "Educational Monthly," and eight of the last volumes of the "Massachusetts Teacher." I find that I need these educational periodicals, in order to keep partially posted on the subjects which they treat, and it has always looked to me strange, that any teacher should neglect to invest one dollar annually in one or the other of the above works. I enclose my subscription in postage stamps, as I have an extra supply.

Yours truly,

JOHN J. PENFIELD.

MCNEELY NORMAL SCHOOL.—The third Annual Institute of this School opened on the 16th inst. for five weeks, with a competent corps of instructors. Mr. Regal, the Principal, is quietly doing an excellent work in Hopedale. The Fall Session of the Normal School will open August 20th, and continue twelve weeks.

CHANGES.—Hon. I. J. Allen, late Superintendent of the Cincinnati Schools, has just entered upon the Editorial charge of the *Ohio State Journal*. Mr. A. has made a good beginning and will honor the fraternity.

Mr. Lyman Harding, of Cincinnati, has been appointed by the Board of Education to the position made vacant by the resignation of Mr. Allen.

Mr. D. H. Williams, of Powhatten Point, has been appointed Principal of the St. Clairsville Union School. We hope we shall hear as often and as satisfactorily from old Belmont as formerly.

Rev. J. E. Twitchell has resigned his position as Superintendent of the Public Schools of Xenia. He has accepted the pastoral charge of the Congregational Church of Dayton, Ohio. Mr. T. was one of the best superintendents in the State.

OUR ADVERTISERS.—One of the speakers at Elyria remarked that the first thing he read in an educational periodical was the *advertisements*. We think he will soon be well acquainted with W. B. Smith & Co., and Messrs. Riley & Bowles, for our advertising is almost exclusively from these vigorous Western Houses. The question occurs, Why is this? We think we have an answer. Their books are very generally used in Ohio and *they intend they shall be exclusively*. While Eastern Houses are idle, *they are putting in the seed*. Indeed, liberal and constant advertising has been one of the means by which a general use of their books has been secured. One thing at least is certain. The books most extensively used in our Common Schools have been most freely advertised. W. B. Smith & Co. have extended more substantial patronage to the *Journal of Education* and *Monthly* by advertising, than any other two publishers—perhaps three—in the country. Their five pages, always improving in appearance to keep pace with the improved character of the books they set forth, have appeared for ten years as regularly as the magazine itself. The non-appearance of their well-known pages would be *prima facie* evidence that the firm had "seceded." The immense circulation of the Eclectic Series—too widely known to need commendation—is the natural result of such judicious action.

The enterprising firm of Riley & Bowles are pursuing the same wise course with similar results. Their excellent Standard Series is already favorably known and is being rapidly introduced into our Schools. These firms do not push their books "by fits and starts"—now a flaming advertisement and then for months —, giving every one the impression that they have failed and their books are "laid upon the shelf" In conclusion, read our advertisements!

☞ Do not forget the third and fourth pages of cover.

THE
OHIO EDUCATIONAL MONTHLY:

A Journal of School and Home Education.

SEPTEMBER, 1861.

Old Series, Vol. X. No. 9.

New Series, Vol. II, No. 9.

INAUGURAL ADDRESS OF THE PRESIDENT.

FELLOW TEACHERS:—It is not necessary to remind you that we meet to-day under circumstances peculiar and altogether un-anticipated.

The clarion of war has sounded, and thousands have gone forth to meet the foes who have arrayed themselves against our institutions, for the purpose of overthrowing the beneficent government to which they owe all which they, or we, hold most dear. Some of our own number, of those who have long acted with us, who have strengthened our cause by their labors, and aided us by their counsels, have responded to the call.

«It is not necessary that every man should become a soldier, even were the emergency greater, and the danger more imminent than it is, many would be required to remain at home, to continue in their ordinary pursuits. The work of tilling the soil, of fabricating articles of necessity and utility, the care of households, and the instruction of youth must go on as usual.

The warlike king of Israel decided “As his part is that goeth down to the battle, so shall his part be that tarrieth by the stuff,” and none need question that the patriotism and loyalty of those doing duty at home, but who by voice and vote, by labor and prayer, sustain their friends in arms, may be fully equal to that of those on the tented field.

We have hitherto deemed it our duty to stand at the posts we have previously occupied—to continue to wage war against ignorance, to labor for the improvement of all the youth of our land; and we now meet, as in former years, to gather what we may of instruction and encouragement from the past, and to take counsel in regard to the future.

The present condition of the Schools of the State, and the working of our school system, will be presented to you by the Commissioner of Instruction, and several topics of practical importance will be ably discussed in the various addresses and reports which have been announced.

I propose, therefore, to inquire, What special duties have we, as Teachers, in the present condition of our country? What new or peculiar obligations, if any, has the great struggle in which we are now engaged, devolved upon us?

My answer to the first is, We must endeavor to explain clearly, to all our pupils, the *causes*, which have led to this most unjustifiable war; and, second, We must do what lies in our power to prevent the occurrence of any similar rebellion in all time to come.

In regard to the causes of this attempt to overthrow our government, it is the duty of every Teacher, as of every intelligent man, to decide for himself. The question of the precise relations of Slavery to the contest, the influence of a large landed aristocracy sustained for generations by unpaid labor, their contempt for voluntary labor, and the degradation and virtual disfranchisement of the non-slaveholding whites in the Southern States, it is not proposed here to discuss. Suffice it to say, that the minds of the people of the South have been prepared for this struggle by a persistent and long-continued course of training for this specific purpose. The heresy of State sovereignty has been taught since the days of Calhoun. The paramount obligation of allegiance to their own State has been inculcated upon the whole of the present generation, until we see the most solemn oaths to sustain the Constitution of the United States, and the duty of fealty to the National Government, (which alone is known and honored abroad, and to which those in office owe their education and the rank and consideration they have held,) disregarded without compunction or sense of dishonor, and the betrayal of the most important

trusts deemed praiseworthy by the whole Slaveholding population. The people of the North have been slow to believe these things, but now, that their eyes are opened, they understand why Southerners have, for years, been so ready to threaten the dissolution of the Union. Their right to do this, at any time they might select, or on any pretext they might choose, has been assumed in all their political literature, the press has taught it in its myriad issues, popular orators have proclaimed it, and it has been systematically inculcated in their schools and colleges. Hence it is that professional men of every class have so promptly espoused their cause, and that Clergymen, and Presidents and Professors in Colleges, have not only encouraged those under their care to volunteer, but have themselves in such numbers enlisted in the Confederate army.

How then are we to perform the second great duty named as devolving on us? First, by the proper intellectual and moral training of all our Pupils. In this work the schools of the Free States have long been engaged—the results are before us. By the census of 1850, it was shown that in the New England, and some of the middle States, only one in four hundred of the native whites over twenty years was unable to read and write; and that in the Free States generally only one in forty or fifty, was thus illiterate; while in the Slave States one-twelfth of the adult population, and in some of them one-seventh part, were destitute of the first rudiments of education.

Can any one fail to see the connection between this degree of intelligence and the spontaneous uprising of a whole people which we have lately witnessed? Why is it that not only from city and town, but from the most quiet villages, and the most secluded neighborhoods in the remotest corners of the land, tens and scores of stalwart men have come forward at once and offered their services for the defense of their country? Was it because, by some preconcerted agreement beacons had been lighted on every hill top from Maine to Nebraska, or the clansman with bended bow had hurried from hamlet to hamlet and sounded the summons? No: but the Newspaper had reached every neighborhood, and reading, thinking men had been watching, step by step, the progress of this gigantic rebellion, and when the report of the attack upon Sumter was announced, they needed only the call of the President to marshal them by thousands.

Does any one suppose that an illiterate people could thus promptly, and thus easily, and by such means, have been led to leave their accustomed avocations, the arts of peace to which their lives had been devoted, and rush to arms as one man? "In a government like ours, intelligence is the life of liberty," has long since become an admitted axiom.

That intellectual culture may do much, will do much, to perpetuate our liberties, and guard us from oppression, can not be doubted; but moral culture may do vastly more. Let us see to it that all our pupils are deeply imbued with a sense of moral obligations, let conscience be early appealed to, and its decisions heeded in all cases. Impress upon them the duty of obedience to parents, of subjection to law, of fidelity to the government which affords us all protection, and a sense of obligation to the Being who bestows all the blessings of life. Let us make them acquainted with the sanctity of an oath, the sacredness of compacts, and the inviolability of treaties. Many illustrations of the results of such training may be gathered from the history of our own and other countries; a single one may here be named. Near the close of his life, the Duke of Burgundy, who had been a pupil of the illustrious Fenelon, attended a Cabinet Council in which it was proposed to violate a treaty in order to secure important advantages to France. Reasons of policy in abundance were offered to justify the deed of perfidy. The Duke heard them all in silence, then laying his hand on the document, he said with emphasis, "*Gentlemen, that is a Treaty.*" This closed the conference.

In contrast with such illustrious examples, the contemplation of which must always exert an elevating and ennobling influence, deeds of treachery and perfidy should also be clearly presented, and especially those which have so recently shocked the moral sense of all Christendom. The effect of this must be to fortify every correct principle by awakening a becoming abhorrence for such deeds, and a detestation for their perpetrators. This department of education must not be left to chance, it is of the very highest importance.

Second, Greater effort must be made to give our pupils a thorough acquaintance with the *history* of our Country and its institutions. American history should be faithfully taught in every school, or at least in every system of schools, and thoroughly

studied by every scholar old enough to understand it. The causes which led to the settlement of our country, to the establishment of our independence, and the formation of our free and beneficent government—unparalleled in all that should awaken the love and command the respect of an intelligent and virtuous people—should be clearly understood by all our youth. The sources of our prosperity—the freedom we enjoy, the general diffusion of intelligence, securing to all the opportunity of developing their natural abilities, and thus preparing them for the proper exercise of whatever of ingenuity, of inventive skill, or of still higher endowments, they may prove to possess—these should also be properly impressed upon their minds. At the same time, the sources of danger to our country should be pointed out—the distaste for honest labor, the eager desire for the rapid acquisition of wealth, the lust for place, ambition for office, devotion to party in preference to principle, the indulgence of family pride—or the idea that mere accidents of blood or birth bestow distinction, or confer character, without personal worth—and that intense State pride which has recently produced such disastrous results. In regard to most of these, little need here be said; their evil tendencies will be readily admitted. The influence of the last is now beginning to be seen, and no patriot can doubt that mere State loyalty is little better than partizanism, or *clanism*, and that the indulgence of this inordinate State pride, which has for years been so sedulously cultivated in the South, is utterly incompatible with genuine patriotism. Grant that several of the States are larger than many countries which have figured largely in the history of the world, still, as compared with these States, our Country rises in such proportions of grandeur as entirely to eclipse their radiance, but for the fact that they each shine as parts of its brightness, and its lustre is due to the combination of their beams. As an antidote to all such narrow and unworthy views, let us present the patriotic sentiments of Webster, Clay and others, who have spoken for our country, our whole country. Listen to one of these: “Does the gentleman suppose it in his power to exhibit a Carolina name so bright as to produce envy in my bosom? No, sir, increased gratification and delight rather. I claim part of the honor, I partake in the pride of her great names. I claim them for countrymen, one and all. In their day and generation, they served and honored the country,

and the whole country, and their renown is of the treasures of the whole country." * Let us hear another: "In my opinion, there is no right, on the part of any one or more of the States, to secede from the Union. The Constitution of the United States was made not merely for the generation that then existed, but for posterity, unlimited, undefined, endless, perpetual posterity. And every State that then came into the Union, and every State that has since come in, came into it, binding itself by indissoluble bands to remain within the Union itself, and to remain within it by its posterity, forever." †

Third, We must labor directly to cultivate the sentiment of Patriotism. How? By inculcating proper ideas of the excellence of our institutions—the freedom and safety we enjoy. By making our youth familiar with the patriotic utterances of our great and good men from the time of the Revolution down. Let every young man commit to memory the Declaration of Independence. The great speech of Patrick Henry, that memorable one attributed to John Adams, and those of Webster, Clay and others, which embody the soul of patriotism, should become familiar as household words to every child. Again, our national airs, patriotic poems, songs, etc., exert no little influence on the minds of the young. John Quincy Adams states that in 1775, while his father was absent in the Colonial Congress, though he was only eight years old, his mother accustomed him every night, after repeating his prayer, to recite that beautiful ode of Collins, commencing,

"How sleep the brave who sink to rest,
By all their country's wishes blest."

He felt that such means did much to foster in his own, and the minds of others, the growth of patriotism.

But probably one of the best methods of awakening this sentiment is to dwell upon the heroic, self-sacrificing deeds of those who have distinguished themselves in the service of their country, either in our own, or in other lands. The story of Leonidas, undoubtedly did much for us in the Revolution, and the deeds of Wallace and Tell, have kindled fires in thousands of hearts, in different and distant lands. There are numerous incidents in our own early history admirably adapted for this purpose. The circumstances attending the signing of the Declaration, the fall of

* Daniel Webster.

† Henry Clay.

Warren; the execution of Hale, the Winter at Valley Forge. Beside those which are generally known, there are many which local history records, which we should gather and narrate. The following inscription appears on a tomb-stone in New London, Conn.

"On the 30th of October, 1781, four thousand Englishmen fell on the town with fire and sword. A line of powder was then laid from the magazine of the fort to the sea, there to be lighted—thus to blow the fort into the air. Wm Hotman, who lay not far distant, beheld it, and said to one of his wounded friends, who was still alive, "We will endeavor to crawl to this line, we will wet the powder with our blood. Thus will we, with the little life that remains, save the fort and magazine, and perhaps a few of our comrades who are only wounded. He alone had strength to accomplish this noble design. In his thirtieth year he died on the powder he had overflowed with his blood. His friends and seven of his companions, by that means, had their lives preserved."

Fellow Teachers:—We meet to-day as the representatives of a laborious and most useful calling. It is not necessary for me to pronounce encomiums upon it as a profession. I shall not dwell upon its history, or discuss its claims to public regard. Yet it has a history—though not written in separate form—though we can point to no ponderous tomes in which the achievements of our predecessors are recorded, like the exploits of warriors, still it has a history whose records form no unimportant part of that portion of history on which the mind delights to dwell.

In the earliest ages of the world we know little of its doings. Among the ancient Israelites, I cannot say that the work of instructing youth, except as done by parents, had any prominence; but, from the intimations given, it is fair to presume that in the time of Elisha, nearly a thousand years before the Christian era, Theology was regularly taught to the sons of the prophets, and that during the sixty years in which he executed the prophetic office, he was more or less constantly occupied in the work of professional instruction. In ancient Egypt, the Priests were Teachers, and many of them doubtless devoted a great portion of their lives to this employment. We know that many of the Greeks visited them and spent years in receiving instruction. And what were these Grecian Philosophers, who, after spending years in traveling from place to place, enduring incredible hardships, and encountering perils both by sea and land, for the purpose of acquiring all the knowledge which had been accumulated, and having taken time to digest this, proceeded to mature ideas and systems of their own, which they then communicated to their wrapt and almost adoring disciples—what were they but Teachers? What was their employment but teaching? And, as we look back to those long gone

centuries, do not the venerable forms of Thales and Pythagoras, Anaxagoras, Socrates, Plato and Aristotle rise up before us? When we call to mind the influence which many of these exerted, not merely, not so much indeed, in their own times, as in later, aye, in all succeeding ages down to the present, can we doubt that theirs is a most important part of history, and that their achievements are worthy to be commemorated? The esteem in which one at least of these Teachers was held may be inferred from the message of Philip to Aristotle, on the birth of Alexander. "Be informed that I have a son, and that I am thankful to the gods, not so much for his birth, as that he was born in the same age with you: for if you will take the charge of his education, I assure myself that he will become worthy of his father and of the kingdom he will inherit." The influence which this preceptor exerted over his royal pupil is shown by the fact that, soon after his accession to the throne, Alexander undertook one of the grandest enterprises for, the *increase* of knowledge, which the world has ever seen; he employed several thousand persons, in different parts of Europe and Asia, to collect animals of various kinds, beasts, birds and fishes, and sent them to Aristotle, who from the examination of these specimens prepared fifty volumes on natural history.

My friends, as at no previous age of the world has it been such a privilege to live, so at no previous time has it been such a privilege to be a Teacher of youth; and in no other country on the globe has the school ever been such an element of power for good as in these free states, and at this eventful time. Let us see to it that our work is well done, that the youth of these states, so large a portion of whom will receive their tuition from us, are properly prepared to do all their duties in their day, and to their generation, and especially that they be so trained that they shall, as their most sacred trust, transmit to their successors, unimpaired, the social, civil, and religious privileges which we have inherited, and the institutions for whose existence and perpetuity we are now contending.

☞ Let no one enter upon the sublime work of the educator, whose own high appreciation of its value does not impel, or, at least, attract him to its delightful labors.—DWIGHT.

DEATH OF AN OLD TEACHER.

We find the following notice of the death of one of the oldest teachers in this State in a late number of the *Athens Messenger*. We condense the facts for our readers.

Departed this life July 8th, 1861, Mr. David Pratt, in the 82d year of his age. He was the father of Rev. E. P. Pratt, D. D., of Portsmouth, O., (one of our contributors,) and of Rev. John H. Pratt, of Athens, O., at which place and in the vicinity he had resided for nearly sixty years. He was born in Colchester, Ct., March 1st, 1780, and removed with his father to Marietta in 1796. He first taught in the vicinity of Chillicothe, under the patronage of Rev. Robert G. Wilson, from 1808 to 1812, the latter part of the time in the Academy in that place. While there he united with the Presbyterian Church, under the care of Dr. Wilson, and remained a consistent member till his death. He taught more or less in Athens for a period of over twenty years. Although never enjoying the advantages of a liberal education himself, he fully appreciated its blessings, and, at great sacrifice, enabled his three sons to graduate at the Ohio University, besides aiding many other young men in pursuing a course of study at that Institution.

He made *thorough scholars in the elementary branches*, and no pupil of his would be likely to misspell a word in writing a letter. He encouraged and animated his scholars, and kept them wide awake and deeply interested in their studies. He understood the importance of *arousing the emotions* in education, and of implanting sound *moral and religious principles* in the minds and hearts of youth. He *governed* but little, and tried to make every one *govern himself*. His old scholars scattered throughout this and other States, cherish his memory with deep interest. A little over a year ago, Dr. Hoge, of Richmond, Va., was in Athens, and called upon his venerated teacher, and recalled many pleasing incidents of his school-boy days, repeating remarks that had been made thirty-five years before, and had fixed themselves ineradicably in his memory. But a few days before his death, a man called as he was passing through, to see once more his aged and beloved teacher. He held a brief interview with him, and spoke of the good advice and religious instruction he had given him, when a boy at school. Let teachers think of this, and reflect that although their advice may not be heeded at the time, it may afterwards be recalled and produce good fruit. "In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper either this or that, or whether they both shall be alike good."

THE DICTIONARY DISCUSSION CONCLUDED.

MR. EDITOR:—I am sorry to see that your Chicago correspondent attempts to put such a construction on my words as to make them utterly irrelevant to the subject in discussion and absolutely devoid of meaning. The proposition in my first article was intended to convey the same meaning as that in the second. If its meaning was not the same, it was without meaning; it was sheer nonsense.

In the interpretation of a sentence, the context must be regarded. Taken in its connection, my first proposition is identical in meaning with the second. If not, it is meaningless. As your correspondent admits the correctness of the second, he virtually admits the first to be correct also.

But he attempts to break the force of the admission. He says: "But these are mere [merely] technical points, entirely subordinate to the main question." Let us see. The "main question" is, are our dictionaries greatly deficient in indicating pronunciation. He says they are, and cites the word *alternate* in proof; alleging that the student cannot ascertain from the dictionaries whether the initial *a* is broad or not. I assert, and attempt to show, that both Webster and Worcester indicate unmistakably that the *a* is not broad in that word. He now admits my reasoning to be correct. Your readers can judge whether this is a merely "technical point, entirely subordinate to the main question."

One can hardly avoid feeling a little mortification when his logic is pronounced to be faulty and his language meaningless; but in the present case the mortification is mitigated by the reflection that Webster and Worcester are in the same condemnation. The writer who questions my reasoning and cannot understand my meaning confesses his inability to ascertain from either dictionary how to pronounce the word *alternate*. I. W. A.

VIRTUE.

Encircled by her heaven-bright band,
On a rough steep doth virtue stand,
And he, who hopes to win the goal,
To manhood's height who would aspire—
Must spurn each sensual low desire,
Must never falter, never tire,
But on, with sweat-drops of the soul.—SIMONIDES.

NICHOLAS MURRAY IN COLLEGE.

Dr. Murray pursued his collegiate course at Williamstown, during the presidency of that acute and accomplished critic, the Rev. Dr. Griffin. In his fourth year he was brought into more immediate contact with the venerable President, whose duty it was to examine and criticise the written exercises of the graduating class. Dr. Murray, when a young man, and even down to the day of his last illness, wrote a free, round and beautiful hand, and the exercise at this time which was to undergo the scrutiny of his venerated preceptor, had been prepared with uncommon neatness and accuracy. Dr. Griffin was accustomed to use a quill pen with a *very broad nib*.

Introduced into his august presence, young Murray, with a becoming diffidence, presented his elegantly written piece for the ordeal. The discerning eye of the President passed quickly over the first sentence, and with a benignant look he turned to his pupil, and said in his peculiar way: "*Murray—what do you mean by this first sentence?*" Murray answered blushing: "I mean so and so, sir." "Then *say so*, Murray."—and, at the same, time drew his heavy pen through line after line, striking out about one-third of it.

Having carefully read the next sentence, the venerable critic again inquired: "*Murray—what do you mean by this?*" He tremblingly replied: "Doctor, I mean so and so." "Please, just *say so*,"—striking out again about one-half of the beautifully written page. In this way, with his broad nib, (which made no mean mark,) he proceeded to deface the nice clean paper of the young collegian, so that at the close of the exercise the erasures nearly equaled all that remained of the carefully prepared manuscript.

This trying scene was not lost upon Murray. He considered it one of the most important events of his college course. It taught him to think and write concisely; and when he had any thing to say, to SAY IT, in a simple, direct, and intelligent manner. Indeed, much that distinguished him as one of our most vigorous and pointed writers may be attributed to that early lesson, "SAY so, Murray."—*Correspondence of New York Observer*.

REMARKS.—The above contains an important lesson for teachers of composition. Excessive wordiness is the great fault of young writers. Many a composition of four pages might easily be condensed into a dozen lines without the loss of a single idea. It also contains a hint to contributors. Lengthy articles can easily be reduced to proper dimensions by using the "broad nib" of Dr. Griffin. A good rule for composing is to have something to say and then say it, in as few words as possible. Then review, striking out every superfluous word or sentence.

DISCUSSION ON PRIMARY INSTRUCTION AT ELYRIA.

[In the following reports, the main ideas brought out in the discussion are presented in a condensed form. In one or two instances, we find our notes too meagre to do full justice to the speakers.—EDS.]

Mr. E. E. WHITE opened the discussion as follows:

The first processes in the education of a child are most difficult and, at the same time, most important. I presume there is not a superintendent of schools present who will dissent from the remark, that no question connected with his labors requires so much thought and study as this: *What shall be the treatment of the Primary Scholar?* And for the simple reason that our methods of primary instruction are haphazard and unphilosophical—based upon no definite ideas and productive of the most meagre results.

Evidently, the instruction of the primary school should be in rigid conformity to the nature and wants of the children taught. The fundamental and guiding fact in the education of a little child is the *child itself*—its capabilities, wants, and activities; its life, and the laws of its development.

A successful stock-grower bases the entire treatment of his different breeds of animals upon their distinctive natures and peculiarities. The very first requisite in scientific horticulture is a knowledge, thorough and special, of the plants to be grown. Even the sculptor guides his chisel with strict regard to the nature of the stone he would fashion into matchless forms. In how much higher sense, then, should the training and culture of a child be based upon its nature and wants. Nor is it enough that primary instruction conforms to what the child is to be—to its capabilities and wants as an *adult*. Childhood has its peculiar conditions. We must, therefore, go to the nursery for our observations and facts, and not to the High School and the College.

It is further evident that the treatment of a child must conform to what is peculiar to childhood not in *one* but in all *three* of its activities. We must search through the child's intellectual, moral and physical being for the cardinal, guiding principles of its education. Neither should be ignored. The teachings of physiology and psychology must be alike heeded.

Whatever theory we may hold in regard to the origin of primary ideas, one of the plainest psychological facts in the life of a child is that the *senses* are the inlets of the soul; that the child's first knowledge is mainly got through the eye, the ear and the other organs of sense. Nor does this statement exhaust the truth I wish to set forth. The first eight years of a child's thinking are eminently *concrete*. Its ideas of quality, of extent, of motion, etc., always inhere in some material object. Its primary ideas are *object ideas*; and upon the definiteness, vividness and completeness of this sense-knowledge will greatly depend the intrinsic worth of all its future knowledge and culture.

Hence, primary instruction should deal largely with concrete truths. It should necessitate, on the part of the child, close and accurate observation of the material forms which surround it.

If these positions are correct, how faulty are the common methods of teaching little children. Our usual schemes of primary instruction relate almost exclusively to abstract ideas and symbols. Whatever knowledge is obtained by the child is mainly by an act of memory or by a premature effort at reasoning. The eyes and ears of the child, so far as its school instruction is concerned, are closed. Day after day, and week after week, its is crammed with dim, abstract conceptions. Even its first efforts in reading are through arbitrary symbols. It learns to spell also by a pure effort of the memory; the *form* of the word as addressed to the eye being entirely ignored. So in geography and arithmetic.

In the moral instruction of children, it should be remembered that the peculiar characteristic of childhood, morally, is *confidence*. The child learns to distrust by its actual experience in life. Primary discipline should never ignore

the faith and confidence of a child in the integrity of its superiors. It has little devotion for truth in the abstract, but a child worships virtue in its concrete forms with a natural idolatry.

The important facts in the physical treatment of children is that their bones, muscles, etc., are *undeveloped* and that action is the prime law of this development. The placing of little children upon uncomfortable seats for three long hours, with no relief, says the quiet passing to and from one or two recitations and a brief recess, is a violation of the plainest teachings of physiology. The muscles of a little child are incapable of sustaining the body in an upright position for even one hour. What must be the result when this attempt is repeated five or six times each day, week after week? The whole scheme of primary instruction should provide for these bodily necessities of the child.

Mr. E. T. TAPPAN, of Cincinnati:

It is not my purpose to enter to any considerable extent upon the discussion of this subject. I wish, however, to add a thought or two to what has already been said. I do not regard it the main object of the primary school to teach children to read and spell. In my judgment children should not be taught to read much under eight years of age. My idea of a primary school is that it should be an *enlarged nursery*. The room should be supplied with conveniences for imparting instruction orally. The children should have no books—a slate and pencil being used for drawing, etc.

Mr. E. D. KINGSLEY, of Columbus:

What we want in this discussion is something *practical*; something that will show our primary teachers just how the work is to be done. We have already been surfeited with theories upon primary instruction—very beautiful to talk about but impracticable in the school room. This idea of the three kinds of education—intellectual, moral and physical—we have been lectured upon for four or five years. My friend who first spoke has made a little progress, it is true. He talks about “psychology” and “psychological.” I must confess, however, that I do not understand these terms quite as well as the old.

Then, too, I am not so certain about this idea of concrete instruction. In a work upon the “Science of Education,” we have the “objective” period, the “transition” period and all that sort of thing. Now, if our common methods of teaching primary scholars are wrong, we want to know just *how* we can do any better. We want details! Can we do any better than to teach our primary scholars to read and explain what they read so that they understand it? In arithmetic, must we not teach the child that two and three are five, and that twice three are six? Let us have something tangible. Of what use are mere theories upon this subject?

Mr. WHITE (resuming):

The first step towards a reform in primary instruction must be a correct theory. Sound principles always underlie true practice; otherwise our practice will have no sure basis. We must have general principles by which to test our practical work. Teaching is no haphazard process.

I wish to pay off my good natured friend for his “psychological” hit, by putting his practical remarks to the test of my theories. The principle which I laid down was that primary instruction should be *concrete*. Now, to teach a child in his *first* lessons in arithmetic that two and three are five, or twice three are six is plainly to violate this principle. The fact that two and three are five the child should not be taught abstractly. It should see with its eye that two beans and three beans make a group of five beans. It should be a concrete, sense perception. The first instruction in arithmetic should be by visible objects. So in geography. Primary ideas, essential to future study, should be made clear and definite by *visible* illustrations. The idea of a sphere for example must be familiarized before the little child can comprehend the proposition, “the

earth is a sphere." At every step, the scholar needs clear elementary ideas, and this is the work of the primary teacher. Instead of committing abstract definitions of capes, peninsulas, mountains, etc., the child should be taken to see the actual objects, or if this is impracticable, the primary school should be furnished with means for presenting visible illustrations on a small scale. Our primary teachers must get the idea that they have something else to do besides teaching children to read and spell. I have recently visited primary schools where the routine of hearing classes read and spell quite exhausted the instruction. To my inquiries whether drawing, useful information, object lessons, physical exercises, etc., received attention, I was told that the teacher "had no time" for such things. In other schools, with classes equally large and numerous, the teachers find time for these exercises and evidently *gain time* by so doing.

There has been a marked improvement in our primary schools during the past ten years. I believe that the next ten years will see even greater progress.

President Hill of Antioch College, who has had practical experience on this subject in the Public Schools of Waltham, Massachusetts, is present. The history of his efforts in those schools will, doubtless, present something practical and instructive.

Rev. THOMAS HILL, of Yellow Springs:

The schools of Waltham are divided into three grades, High, Grammar, and Primary. The Primary are subdivided into primary and sub-primary. As I understand this discussion it relates to what we called in Waltham sub-primary instruction. As a member of the School Committee of that town, I aimed for a number of years, to introduce some wholesome reforms in the instruction and discipline of its schools. Though something was gained, I must confess that the results were far from satisfactory. The greatest impediments in the way of a reform in school instruction are in parents and teachers. Parents have their notions in regard to what and how their children should be taught, and unless these ideas, however absurd, are conformed to, they are dissatisfied. Teachers, too, have their own methods of instruction and it takes time and effort to change them. The whole tendency of our primary schools is strongly to routine.

Nor is this difficulty confined to the schools. In my own judgment, children should not be taught to read under eight years of age, and yet I have not been able to carry out my views in this particular even with my own children. The pressure towards reading has thwarted my plans in a measure and the ability to read has been picked up much earlier.

The primary schools of New England are beyond question a fearful cause of pulmonary consumption. This arises in part from the early age at which children are subjected to the confinement of the school-room. The keeping of a child in a school-room—often badly ventilated—six hours each day, in postures most injurious, is sure to tell upon its physical constitution.

In Waltham, we endeavored to correct this matter, in part, by cutting off six hours to five and a half hours, and by giving to the sub-primary schools longer recesses than to the other schools. This involved a practical difficulty inasmuch as the noise of boisterous play, unless controlled, interfered with the schools in session. This was avoided by requiring the sub-primary teachers to direct the sports, in person, upon the assembling of the other scholars.

Once a fortnight, the scholars in charge of the teacher took a walk, for the double purpose of recreation and study. In these walks the scholars were instructed to observe accurately the various objects they met with, to collect curiosities and bring them to the teacher for explanation, etc. Every thing thus gathered was made the subject of a lesson. When the teacher was at fault in explaining, the curiosity was referred to the School Committee. If they failed, it was preserved for future study and enquiry. In all these exercises the object was to cultivate the habit of accurate observation and description.

Believing that Geometry should be among the first studies taught in the school-room, I prepared a little book upon this subject for primary schools. In

Waltham, this book was placed in the hands of the *teacher*. She was required to teach it orally, by means of slate, visible illustrations, etc. To teach the idea of *form*, the teacher gave to the child little wooden bricks and allowed him to build arches, walls, etc. He was then encouraged to draw them upon his slate. Pasteboard triangles were also furnished with which many different figures could be made. Now the parents thought this a waste of time, but the School Committee knew otherwise.

In Arithmetic, the only text-book used in the sub-primary schools was a quart of beans. These were used by the scholars in learning to count, add, etc. [The substance of Mr. Hill's very interesting remarks upon this point can be found in his article upon "Arithmetic in the Schools," published in the June number of the *Monthly*.—Eds.]

For the purpose of instruction in Geography, there is placed in each sub-primary school a small globe—Holbrook's. By the aid of this globe, the teacher is expected to give the pupils a clear perception of the primary facts of this study. As was remarked by the last speaker, real objects are studied as far as possible. The classes are taken to the top of a mountain near by. Here they get an idea of a mountain range, of distance, etc. Sixty miles distant they can see Wachusett. By using this distance as a unit of measure, they get an idea of the size of their State, country, other countries, and finally of the immense distance round the earth.

It requires great skill on the part of the teacher rightly to use the means at his hand. I once took the globe in the presence of the teacher, placed it directly in the light of the sun, turned it so that Waltham was at the top, sprinkled a little sand upon it and placed a marble directly upon the town. I then requested the children to observe that if the line which separated the light from the shadow on the marble were continued, it would exactly coincide with the same line upon the globe. I then told them that what was true of the marble and globe was also true of the globe and the earth. That if they wished to know the situation of the line upon the earth, which at that instant separated day and night, they had only to observe the same line upon the globe. I bid them watch the globe and observe the situation of the line in one hour. Upon leaving the room, I asked the teacher if she had ever used the globe to illustrate this subject. "O yes," said she, "but I never thought of putting it in the *real sun-light*. I usually hold up a flower or an apple and tell the children to imagine that it is the sun."

It should be a constant aim of the teacher of primary geography to call into action the *imaginative faculties*. Starting with a hill, lead a pupil to imagine a mountain and get a distinct image. So with a river, a plain, a lake, etc. The child's conception of what he has not seen is usually very imperfect. I remember the astonishment a class of children once evinced when I told them, on my return from the West, that I could not see across Lake Erie.

Mr. Cowdery's excellent "Moral Lessons" is placed in the hands of teachers, as an aid in moral instruction. They daily read or relate the narratives and enforce their teachings.

Mr. C. S. ROYCE, of Norwalk:

In 1853, I spent a few days in the Public Schools of Syracuse and Oswego, New York. As these schools have taken an advanced position in regard to Primary Instruction, I wish to mention two or three features that fell under my observation. In Syracuse, the best teachers are put in the primary schools; at least, no teachers are put in these departments until they have first been *tried* in some higher department. In employing teachers for these schools, the Board of Education practically recognize the truth that the primary school requires the highest skill and experience in the teacher. A great part of the instruction is oral. Object lessons and conversation hold a prominent place. No primary teacher is expected to commence to teach children to read until they can converse upon what they see and hear; lessons upon size, color, weight, etc., form

a part of the daily exercises. In care for the body of the child, the schools are well managed. The sessions are short and the exercises are greatly varied.

I visited one school in which the stillness seemed to me at first painful. There was apparently no effort on the part of the teacher to secure it. At a signal, so adroitly given that I did not notice it, the whole school at once went through with marches, changes in positions, etc., and at another signal were seated leaving the next class in position upon the floor. I then understood why the school was so still, and what, at first, seemed to me painful was a source of pleasure. At the close of each recitation, the teacher provided the necessary exercise for the body.

In Oswego, the Board of Education, becoming dissatisfied with the common modes of teaching little children, have even excelled that of Syracuse in efforts to produce a change. Feeling the necessity of having teachers specially trained for primary teaching, they have employed Miss Jones from the "Training Institution of London," to come from England and spend one year in instructing the Oswego teachers. To extend this rare opportunity to other teachers, a class will be organized on the sixth of August, in which will be given a full course of instruction upon the training system.

MR. HILL :

I wish to add a few words in regard to the value of phonetic training as a means of *sense-culture*. I graduated at Cambridge University and at the Divinity School without being able to pronounce *correctly* certain words usually mispronounced. A few lessons in phonics gave certainty to the ear and removed the error of the vocal organs.

MR. WM. MITCHELL, of Mt. Vernon :

I am decidedly in favor of shortening the sessions in our primary schools. This is an important step and can be easily taken. The time should be reduced from three hours each half-day to two, at least. This will give four hours of instruction and confinement each day, which is sufficient for young scholars. This has been tried without any particular opposition from parents. It might not be best, in all instances, to make the change at once. The time can be gradually shortened by taking first a half hour from each session and then an hour.

MR. KINGSLEY :

I wish to correct the impression that I am opposing needful reforms in the instruction of our primary schools. My object in the remarks which I made was to call out in the discussion something practical for our primary teachers present. In Columbus, we have reduced the time of confinement for the scholars in our lower departments as follows: The recess occurs at the middle of each session. After recess, morning and afternoon, the teachers hear the lower classes first, dismissing them as the recitations are concluded. This plan secures six hours of instruction on the part of the teachers, and at the same time relieves the younger children from injurious confinement. It is true that, in this manner, the advanced classes of the lowest department remain three hours, while the lower classes of the next grade higher are excused just after recess. Upon being transferred, however, the advanced classes become the lower and are then excused. On the whole, the plan works well and gives very general satisfaction.

I must object to the concert marching and reciting so strongly recommended by my friend, Mr. Royce, in the primary school he visited. This machinery soon becomes a dull routine. We want no routine in our primary schools. Routine petrifies. It kills all life and progress. Scholars should be taught individually and not too much in concert. I must take issue with the gentlemen in regard to phonetics. Phonetics don't seem to make much progress. After lecturing on the subject up and down the State, the gentleman was obliged to go to the State of New York, to find schools in which to try his experiments. There is no plan of teaching children to read so successful as the "Word Method." This method constantly gains ground, while phonetics seem to receive very little encouragement.

Editorial Department.

AN OFFER.—We will mail the first six numbers of the current volume of the *Monthly*—from January to June inclusive—on the receipt of TWENTY-FIVE CENTS. We will send them bound as ONE VOLUME, postage prepaid, for THIRTY CENTS. Besides a splendid steel portrait of P. R. Spencer, "The Prince of American Penmen"—well worth the cost of the numbers—they contain numerous practical articles of great value to teachers.

We make this offer because we have extra copies of these numbers on hand, and not with any intention of reducing the subscription price of the MONTHLY.

We will send the MONTHLY for six months, commencing with July, for *fifty cents*—one-half of the yearly subscription. Subscriptions for the year can commence with the July number.

We take this occasion to remind our friends that the opening of a new school year is a favorable time to secure subscribers for the *Monthly*. At such a time, teachers feel their need of assistance in their arduous duties. They must also realize the dangers that *now* beset our educational interests and the great importance of their being defended and sustained. Our position here at the Capital is favorable for personal influence, and we intend that the *Monthly* shall prove an important "arm of the service." Is it not for the interest of the teachers of the State, financially, to sustain us? Cannot each of our friends send us at least one more subscriber? Can you not interest the Boards of Examiners in your County in our behalf? A few Boards are now actively engaged. Their number can be greatly increased.

SALARIES.—We intend to present a statistical table, showing the salaries to be paid in the different cities of the State, during the year. We have been unable to collect sufficient data for a full statement this month. We hope to be more successful by the next issue.

We learn that the Boards of Education of Columbus, Toledo, Circleville and Norwalk, have made no reduction on last year's salaries. The School Board of Cincinnati has made a reduction of *about 15 to 6 per cent.*, according to the grade of salary—the higher salaries being reduced most. There has been no change in the lowest salary—\$240 per year. The Board of Education of Cleveland has shortened the school year four weeks by extending the summer vacation, and reduced the teachers salaries *pro rata for six weeks*, which amounts to a deduction of about 15 per cent. on the salaries of last year. In Zanesville, the teachers' bills, at their suggestion, will be discounted at the rate of ten per cent. The Board of Education of Newark has dismissed two teachers—the principal of the High School and the teacher of penmanship—and reduced the salaries of Superintendent, female assistant in High School and male teacher of Secondary School, \$100 each, and the salaries of teachers of lower departments \$1 and \$2 per week. These several reductions will amount during the year to about \$1640.

THE ZANESVILLE SCHOOLS.

We spent Friday, June 21st, in looking through the Public Schools of Zanesville. We found the regular order and duties of the schools much deranged by the annual examination for promotion which was then progressing. Still, through the politeness of Mr. Legget, the Superintendent, we visited nearly all the schools, and came away with a very satisfactory knowledge of their condition. Our high opinion of the character of the Zanesville schools was increased by our visit.

Without any desire to give undue prominence to these schools, we propose to give some of our observations, for the benefit of Boards of Education and Superintendents who are now engaged in the important work of organizing and classifying graded schools.

Teachers.—The prime requisite for the success of a school is a competent teacher. Theoretical school systems, however complete and scientific, without the vital power of the practical teacher pervading and energizing the whole machinery, are at best but splendid failures. A competent Superintendent and an efficient corps of assistants are the very life of a school system. The first and gravest duty, therefore, of a School Board is a wise selection of teachers. This duty well done, the rest is easy. The Board of Zanesville seem to realize this fact and to appoint their teachers with great care. Not only do they require good scholarship, but the age, experience, character and personal address of the applicant are considered. Not only the success but the social position of their teachers is largely due to this wise action. We met the teachers in their school-rooms and at the teachers' meeting, and were greatly pleased with their agreeable manners and social qualities. They were eminently cheerful and good natured.

The whole number of teachers employed, including the Superintendent and music teacher, is forty. The same scholarship is required and the same salary paid to all female principals, whatever their situation in the schools. The plan of promoting successful teachers in lower grades to higher is discarded, as it ought to be everywhere. The aim of the Superintendent is to keep successful primary teachers in the primary grade and to remove all inducements to change by paying them the same salary.

In view of the financial exigency, occasioned by the rebellion in the Southern States, the teachers have proposed for the coming year a discount of ten per cent. on their former salaries. Whether this act is due to superior patriotism or is a sort of *involuntary* volition, we cannot say. At all events, it is the part of wisdom to direct an evil we cannot avert.

Classification.—The schools are divided into four grades: Primary, Secondary, Senior, and High School. Each Primary School is taught by one teacher, and has sixty scholars, divided usually into five classes. The first or advanced class commence the study of Geography and Mental Arithmetic, using books for the preparation of lessons. The classes below the second are dismissed at recess each half day.

Each Secondary School has seats for sixty scholars, and is taught by two female teachers—a principal and an assistant. The scholars are divided into three classes and are taught Spelling, Reading, Writing, Mental and Written Arithmetic, Geography and Map-Drawing. The third class omit Geography, and the first write compositions and declaim.

Each Senior School has seats for seventy-two scholars and is taught by a male principal and a female assistant. The school is composed of three classes, pursuing the studies usually taught in our Grammar departments. The lowest class do not study English Grammar. Messrs. Hills, Stoughton and Parker are the principals. They teach but a part of each day, spending the rest of their time in the supervision of the lower grades. They occupy the recitation rooms for the instruction of their classes, the female assistants having charge of the study room.

The High School has one principal and four assistants—two male and two female. The average number of scholars in attendance is about one hundred, a majority of whom are girls. The curriculum of study consists of an English and Classical Course, an English Course and a Partial Course; the first covers five years, the second four, and the third two. The common English branches are reviewed during the last year of each Course.

The above exhibit shows that the average number of scholars to each teacher in all grades above the Primary, is *less than thirty*. We believe no other schools in the State present a like result. Similar grades in other cities will average at least forty scholars to a teacher, and some as high as *fifty*! With such a classification, the Zanesville teachers ought to do good work. We were highly pleased with the efficiency of these departments. We observed in all a remarkable uniformity in discipline and instruction.

We spent but a few moments in the High School, and our observations were limited. Mr. C. W. Chandler, the principal, is well known as a thorough and accomplished teacher, and the evidence of his skill and success was apparent. The school is generously supplied with instructors and apparatus. The scholars seemed older and more mature than those usually found in our High Schools.

The Primary Schools are large, averaging about twice as many scholars to the teacher as in the Secondary and upper grades. We see no good reason for this. It is true, that the number of studies in this grade is not so great, but the number of *exercises* ought to be more varied and frequent. Then, too, classes must necessarily be smaller than in the upper grades, and, consequently, more numerous. Little children, also, need more *individual* attention than older scholars. So far as we observed, this grade did not compare favorably with the higher. The primer and first reader classes were large, and the reading quite indifferent. The teachers seemed well qualified and skilful, but the number and very unequal attainments of the scholars composing their several classes evidently baffled them. In one class, we heard one scholar read fluently and the next stumble on the more common words. As the exercise progressed, this disparity seemed quite general. If the first and second classes were transferred to another grade, the range of studies and exercises would then be ample.

We refer to this matter, not for the purpose of criticism, but to call attention to it. The right classification of a system of schools is no easy task, and yet

thorough and systematic instruction greatly depends upon it. Especially is it important that the skill of the Superintendent should display itself in laying the foundation of the superstructure.

In the Columbus Schools, which we very briefly noticed in the July number, there are as many grades below the Grammar department as there are teachers, no two schools in the same building being of the same advancement. This gives but one Primary School, composed almost exclusively of primer scholars, in each ward or district. The number of scholars in this school is as large or even larger than in Zanesville, but the classification is better and the work done more satisfactory. It costs less labor to teach sixty scholars of nearly equal advancement than to teach half that number covering twice as wide a range of study.

We think, however, that there are strong reasons against too many grades in a system of schools. One is the influence it exerts upon the scholar, creating an unhealthy desire to be graded and destroying that strong attachment which should exist between the little child and its teacher. A child that passes under the instruction of a score of different teachers in half as many years, receives, upon its life and character the controlling personal impress of neither. We all know from experience that it takes time for the personal power of the teacher—his inner life—to give shape and direction to the habits and character the scholar. We prize highly the unconscious teachings of an earnest, exalted soul, infusing itself into the very aspirations and life of the young.

The true principle in grading schools is to have just enough grades to bring scholars of sufficiently similar attainments together for classification, and no more. There is the limit. In our judgment, instead of the four grades of Zanesville or the eight or nine of Columbus, there should be five or, at most, only six. We shall have more to say upon this point at another time.

Plan of Seating.—Much has been said *pro* and *con* in regard to seating boys and girls in the same room in our Public Schools. Mr. Leggett not only seats them in the same room, but *at alternate desks*. This plan extends through all grades, including the High School. In two or three Primary Schools we saw the old plan of a broad middle aisle and separate seating. This feature was exceedingly novel to us. We quizzed with all pertinacity to find out the why and wherefore of the arrangement and its practical results. The schools were all in excellent order, and the general testimony of the teachers was that the plan works well. Mr. L. seems so well pleased with it that we shall not be at all surprised to learn soon that each boy has a fair desk-mate! This would have exactly suited us when a school-boy, if we could have had our *choice*! We recall a pair of black eyes that we could have pointed up the hill of science most gallantly!

In Columbus, the boys and girls are seated in the same room in all grades below the High School. In this department, they are seated in separate rooms, but recite together. In Cleveland, they occupy the same rooms in the High and Grammar Schools, but are entirely separated in the grades below. In Cincinnati, they are seated separately in all grades, but recite together in the upper. Truly, here is a variety of custom. Which is best?

Examinations.—As already stated, we found the schools undergoing their

annual tests for promotions. The first classes in the Secondary and Senior schools were being examined by the Superintendent; the other classes by the teachers. We were informed that these tests for promotion from the Secondary to the Senior and from the Senior to the High School, occupy most of six weeks and are intended to cover the entire ground gone over during the year. The teachers assign to each scholar a *number* which he or she uses throughout the examination. The scholars are seated at separate desks, all books, maps, etc., being removed. In the Senior schools, the principals exchange rooms, and in the Secondary, the classes. The questions are written upon the blackboard and the scholars write the answers upon paper. During the day, we were in the schools, the Senior classes were examined in Arithmetic and the Secondary in Map-Drawing. So far as we saw, there was no disposition to give or to receive assistance, and there was very little opportunity, had the desire existed. The test was fair and rigid. We were told that at least *eighty per cent.* of correct answers in each study is required for promotion.

New scholars are admitted to the schools at the first and middle of each term, making only *six* admission days each year. Promotions from the Primary schools occur twice each year; in other grades at the close of the year.

Map-Drawing.—We know of no schools that will equal those of Zanesville in map-drawing, and for the simple reason that the study is pursued systematically and persistently. It commences in the Primary school and ends with the promotion to the High School. It is a daily exercise. The classes commence by copying from maps before them. Soon they are required to sketch from memory, the ability to do so correctly being considered a necessary part of the recitation. They are taught to draw lines of latitude and longitude and to guide their outlines by them. The classes in the Secondary schools drew, in their test, five maps from memory, selected by the Superintendent and copied a sixth. They drew one map each half day. The first half day, we witnessed the test, they were required to draw a map of that portion of South America situated *south of the equator*. The work was well done, exhibiting a familiarity with Geography exceedingly creditable to their teachers. We have seen maps executed better as specimens of *drawing*, (copying) but as a test of accurate knowledge, they were in advance of any we have ever seen drawn by *classes*. Ought not this subject to receive more attention in our schools?

A VISIT TO CLEVELAND.

During our late visit to this city, we stepped into the Central High School building to look upon its familiar walls. Everything was natural and home-like. We could have taken the chair, which we vacated nearly five years ago, and "started off," scarcely conscious that we had been absent. We found Dr. Sterling filling the position with efficiency and acceptance. Upon looking round the room for some familiar face, we found but *one* of our former scholars. He had been absent from the city nearly three years and, most of the time, from school. Passing into the recitation rooms, we met both of our former assistants, Miss Gillett and Miss Snow. Many pleasant memories crowded upon us as we listened to the recitations of their well taught classes.

The Grammar Schools were undergoing their annual examinations. The principals had exchanged schools temporarily for the purpose, and, consequently, were "not at home." The test consisted of ten questions in each branch of study, prepared by the Superintendent. They were placed before the pupils in a printed form, and written answers required. The higher classes were examined in the forenoon and the lower in the afternoon. Three days were set apart for the examination.

Upon the West Side, we looked into the Grammar Schools for a moment. In one we found a former pupil, Miss Russell, in the position of assistant, who introduced us to the principal, Mr. Chas. F. Rounda. We were much pleased with the appearance of the school. It is under the charge of live teachers. We found Mr. Dutton in a church basement, but a fine building which has risen from the ashes of the Hicks St. building (burned a few months since) will soon welcome his fine school to excellent accommodations.

Calling at the Branch High School, we found our old colleague, Mr. Hopkinson, as full of enthusiasm and work as ever. This school will open in the fall in the new building, erected for its exclusive use. The plan of the building is a great improvement upon the Central and will be, when completed and furnished, an honor to that part of the city.

Through the courtesy of Mr. Freese, the Superintendent, we had the pleasure of meeting all the teachers of the city at the Central building on Saturday. We were gratified to find so large a number of them our former pupils.

Of our old colleagues on the East Side, who once measured lances with us, only Messrs. Fry and Oviatt remain. Of course, they are doing well. It is quite impossible for them to do otherwise. They have fought a good fight, and richly deserve the reputation they bear. Of the new principals—new, since they were not our colleagues—Messrs. Perkins, Eaton, Hobbie, Hunt, and Rearden, we heard good reports. Of lady teachers, we met at least a score who were connected with the schools five years ago. They deserve a life appointment!

'A prophet is not without honor, save in his own country and in his own house,' said the Great Teacher. The fact that Cleveland, with its eighty teachers, gives us *sixty-seven* subscribers, with a promise of a considerable increase upon the re-opening of the schools, shows that we are not a prophet, neither a prophet's son. Be that as it may, we feel proud of this home endorsement.

While in Cleveland, we passed over to University Heights to see our old colleague, Mr. R. F. Humiston, now Principal of the Cleveland Institute. We found a new and beautiful structure in place of the wing which was destroyed by fire last April, and other accommodations of the school—hitherto too limited for its popularity—greatly increased. Both sexes are admitted to this Institution, and freely intermingle in the parlors, halls and school-rooms. They come together as members of the same family and conduct themselves, according to the testimony of the teachers, with propriety. Though the school has only completed its third year, it possesses a well furnished Gymnasium, a Cabinet of Natural History, a good Library, and a well selected Chemical and Philosophical Apparatus. The Institution deserves success, and we are pleased to know that it is receiving it. The location is admirable.

TEACHERS' RIFLE COMPANY.—We have already noticed the organization of a military company, composed of the teachers of Cincinnati. The company is now thoroughly drilled and ready for efficient service. They are uniformed in neat grey cloth and armed with rifled muskets, with sabre bayonet. The appearance of the company on parade is highly commended. They bear a beautiful flag presented by the lady teachers. It will never be dishonored by cowardice.

The presentation of the flag was an occasion of great interest. The presentation address by Mrs. Cornelia Allen of the Third District was brief, patriotic and appropriate. The flag was received by Lyman Harding, Esq., in a neat and eloquent speech. Mr. Obed J. Wilson, formerly connected with the schools, recited a beautiful original poem, entitled "*Our Banner of Beauty*." We wish we had room for it. Whenever Captain Locke and his company get sight of armed rebels, we shall expect to hear of sharp-shooting.

President C. E. Hovey, of the State Normal University, at Bloomington, Illinois, has recruited a regiment from the students of that Institution and the teachers of the State. It is accepted and is called the "Normal Regiment." It will assist in curing the *abnormal* condition of things in the lower part of the Mississippi Valley.

THE REBEL TUTOR.—One company of the rebel army under Pegram, at Rich Mountain, was composed of the students of a Virginia College, headed by the President. The Lieutenant, a tutor in the Institution and a brave officer, was mortally wounded during the engagement. A former pupil of ours, an officer in the Nineteenth Regiment, who aimed the fatal bullet, stood over the wounded man during most of the night, administering to his wants and writing for him his dying message to his wife and mother. This unexpected kindness melted the heart of the dying officer, and he wept like a child. He frankly admitted that no such mercy would have been extended to his benefactor under similar circumstances. Our friend buried the body in a secluded spot, drove stakes around the grave and informed the friends of its location. The letter (written upon the last leaf of our friend's memorandum book), the sword and other personal effects of the young officer were tenderly committed to a rebel prisoner to bear to the desolate home.

Tears filled the eyes of the noble soldier as he related to us his touching story. A beautiful hair ring—presented to him by the dying officer—and the last letter of the mother to her son—accidentally kept—were shown us. The letter was full of deep regret for the unhappy struggle, and counseled the remembrance of the fact that "Northern soldiers are our brothers." Very few of the many letters found in the deserted rebel camp breathed such a humane spirit.

A GOOD CAPTAIN, BUT A MISCHIEVOUS PUPIL.—A Superintendent of one of our Union Schools, who had forbidden the occupation of certain grounds for play, came suddenly in sight of a "*Company*," under the command of a captain, "violating the sacred soil."

One of the privates, who saw the Superintendent, about as soon as the company was seen, said: "There comes S——." The Captain, without appearing to notice the remark, gave in rapid succession, the following commands: "*Halt!*" "*Break ranks!*" "*Run!*"

The orders were obeyed, the Captain *leading* in the movement.

TEACHERS' INSTITUTES.—The number of Institutes held in the State during the months of July and August shows quite a falling off from last year. The following is the list so far as heard from:

Normal Institute, Lebanon, A. Holbrook, Principal, July 8th, continuing five weeks.

Normal School, Elyria, W. C. Catlin, Principal, July 8th, continuing six weeks.

Normal Institute, Hopedale, Edwin Regal, Principal, July 16th, continuing five weeks.

Normal School, McConnelsville, Wm. Bogle, Principal, July 22, continuing six weeks.

Normal School, Urbana, A. C. Deuel, Principal, July 29th, continuing four weeks.

Teachers' Institute, Racine. (Particulars not known.)

Teachers' Institute, Canal Dover, Joseph Welty, Principal, August 5th, continuing four weeks.

Normal School, Bellefontaine, A. H. Lowrie, Principal, August 7th, continuing four weeks.

Normal Institute, Putnam, Z. M. Chandler, Principal, July 15th, continuing six weeks.

The attendance at the above Institutes was fair and the work done encouraging.

We were in attendance at those held in Hopedale, Canal Dover, Putnam, Urbana, and Bellefontaine. The spirit manifested indicates a determination on the part of the teachers of the State to carry forward our Schools with energy and success. We shall notice some of these Institutes more fully in our next issue.

RULES.—The Board of Education of Ruggles, Ashland county, has published thirteen rules and a *proviso* for the government of the Common Schools of that township. Some of these rules are general and are eminently proper; others relate to the conduct of scholars in such details as leaving seats, abuse of books, neatness, whispering, etc., and will prove useless if not positively injurious. Such matters belong to teachers, and no one else can regulate them. *Paper* teachers are not noted for efficiency. We are sorry for Ruggles if a part of the 8th rule is necessary. It reads as follows:

"**RULE 8th.**—No fire-arms, powder, tobacco, or *intoxicating drink*, allowed to be used or brought about the school premises."

OFFICIAL SPELLING.—We clip this item from the Athens *Messenger*, without a doubt as to its truth:

The following is a verbatim copy of the directions which a certain postmaster of a certain postoffice in Hocking county, placed on a wrapper inclosing a letter. If any of our readers can tell where it would go, we wish they would inform us. Here are the directions:

"thenes coontey
ohyow."

NOTICES OF SCHOOLS, SEMINARIES, ETC.

MOUNT UNION COLLEGE AND NORMAL SEMINARY.—From the catalogue of this school, we learn that the whole number of students enrolled during the past year was 259, of whom 141 were in the normal department. The citizens of the village and vicinity have donated about \$13,000 for the erection of a new building. The brick are now in process of making, and the work will be prosecuted as rapidly as possible. President Hartshorn, who recently called upon us, spoke hopefully of their prospects.

The fall term opened on the 6th of August, with the usual attendance at this season of the year. The normal class organized with a daily attendance of 75, with a prospect of more. If energy is rewarded, this Institution will carry itself successfully through the war.

XENIA FEMALE COLLEGE.—Prof. Smith has laid upon our table the eleventh annual catalogue of this Institution. The number of pupils in attendance during the year just closed, was 140—an increase of 42 on the attendance of the previous year.

The degree of Mistress of English Literature, M. E. L., will be conferred on those who complete the English Course, and the degree of Mistress of Liberal Learning (M. L. L. ?) on those who complete the Classical Course. We infer from the catalogue that most of the scholars pursue the English Course.

The Trustees announce a "Department for Teachers," to be organized at the commencement of the year for the special benefit of those preparing to teach. They will, also, have access to a Teachers' Library and several Educational Journals. The next term will commence September 3d.

LANCASTER.—We learn that the Union Schools of this city are making commendable progress under the supervision of Rev. E. F. Fish, assisted by a zealous corps of teachers. Miss Beckett, of the High School, is an accomplished teacher. Mr. Whitney, of the Grammar School, is one of the County Board of School Examiners. Dr. Williams is also upon the Board. We expect to hear favorable reports of their official action.

NORWALK.—The Schools closed the year in a very satisfactory manner as is evinced by the unanimous re-appointment of the Superintendent and teachers at their former salaries. Mr. Stevenson is doing a good work, both as Superintendent and Examiner. Success to him.

WARREN.—The seventh annual Report of the Superintendent to the Board of Education presents a very creditable exhibit of the condition of the Union Schools. Mr. Marvin justly claims that the courses of study for Public Schools are too extensive and too crowded. He urges the importance of thoroughly mastering those studies which lie within the scholar's capabilities. We learn from the Report that during the past school year, 13 teachers were employed, and 771 pupils enrolled. The average per cent. of attendance in the High School was 89; in Grammar School 84; males in all departments 87½; females 86.

ELYRIA.—The annual Report of Dr. Catlin, the Superintendent, shows that the Union Schools are in a prosperous condition. The Board, Superintendent and Teachers are a *unit* in the work of building up a system of schools worthy of the village. The total enrollment of scholars was 416, with an average daily attendance of 286. The close of the year witnessed the graduation of the first class in the High School that has completed the course of study.

We learn, also, that the Normal School is well attended and promises to do a good work for the schools of the county. It will take two or three wars to diminish Dr. Catlin's zeal and energy in the good cause of popular education.

WESTERN RESERVE ECLECTIC INSTITUTE.—We have received the eleventh annual catalogue of this Institute. The whole number of students enrolled during the year just closed, was 427. The aggregate number of students in attendance since its establishment is over 5000, making a yearly average of more than 450! These have been in attendance from one to fifteen terms each.

Such Institutions as the Eclectic are still a necessity in our educational system. Our Common Schools can usually offer High School advantages only in our cities and villages, and even here, they are too often crippled by the prejudices and narrow mindedness of incompetent managers. There is, therefore, a demand for a class of Institutions which shall fill the gap between our Common Schools, destitute of High Schools, and our Colleges.

The Eclectic fills such a place. It is a solid, thorough, first-class Seminary. It neither covets nor uses College titles and honors. We commend the following wise preference to a score of similar Institutions in the State:

"We prefer for the present to maintain the character of a Collegiate Seminary, and aid in introducing our students to the advantages of the old and well-established Institutions, where they may complete a full course, rather than to add another to that large list of Western Colleges, which from their slender endowment, can afford only second or third rate advantages."

PERSONAL.—Mr. W. H. Venable, of the S. W. Normal School, has resigned his position in that Institution. Mr. V. was highly esteemed by the students and will carry with him their best wishes.

Mr. C. E. Bruce, late Superintendent of Schools, Ashtabula, Ohio, has returned to Massachusetts. We regret to lose Mr. Bruce from the schools in this State, and hope his absence will be temporary. He is an excellent teacher and superintendent, possessing rare executive abilities.

Mr. R. McMillan, late of Salem, Ohio, has entered upon the supervision of the Public Schools of Youngstown, Ohio. We congratulate the citizens of this enterprising village upon their good fortune.

We are sorry to learn that the Board of Education of Salem is divided in regard to a successor to Mr. McMillan. Irrelevant issues often make sad work in our schools. They should be ignored; the sooner, the better.

Prof. E. B. Andrews, of Marietta College, has been appointed Major of 32d Regiment of Ohio Volunteers.

The degree of LL. D. has been conferred upon President Lincoln, Lieut-General Scott, and Major-General McClellan.

CORRESPONDENCE.—This sensible letter from Hon. J. A. Garfield, Principal of the Western Reserve Eclectic Institute, presents the true nature of a Teachers' Journal in a *nut-shell*. The *Monthly* reveals the personal compliment it contains without blushing, striving meanwhile the better to deserve it.

HIRAM, OHIO, August 8th, 1861.

E. E. WHITE—*Dear Sir:*—I have received the late numbers of "*The Educational Monthly*," and desire to congratulate you on its increasing success. I am pleased with the manner in which the department of practical teaching is conducted. We do not so much need learned and minute disquisitions on theoretic questions, as we need muscular, common-sense thoughts that will help make live teachers. Articles from experienced and successful teachers on their modes of teaching the various branches, and the means by which they awaken their pupils and inspire them with a love of study are of invaluable service to those just assuming the responsibility of an instructor. I especially commend the *Monthly* for its healthy growth in this direction.

Boards of County Examiners should earnestly impress upon teachers the importance of availing themselves of its benefits.

Truly yours,

J. A. GARFIELD.

COMPLIMENTARY.—The students of the S. W. N. School, request the insertion of the following complimentary notice of Mr. Schuyler:

We, the pupil teachers attending the Sixth Annual Institute of the S. W. N. School, having been associated with Prof. A. Schuyler, as pupils and friends, cheerfully express to the public our high estimate of his character as a teacher and gentleman. His teaching is forcible, terse, logical and pleasing.

We congratulate him as an author, believing his work on Arithmetic to be an eminently scientific book, well adapted to Common Schools, and unsurpassed as a text-book for advanced scholars in High Schools and Academies.

LEBANON, O., August 7th, 1861.

OUR CONTRIBUTORS.—We clip the following from the *Athens Messenger* for its just tribute to our worthy contributors:

OHIO EDUCATIONAL MONTHLY.—This valuable Teacher's Companion for August is on our table, filled with the choicest mental aliment for those who "teach the young idea how to shoot." We are glad to see that our old and esteemed friend, T. E. Sulist, of the Salem Union Schools, has become a contributor to the *Monthly*. He contributes one of the best articles of the August number, under the title of "The Teaching of the Foreign Languages."

Mr. Sulist is a fine scholar, and a prime teacher. We would like to see some of Mr. Sulist's articles upon Pestalozzi, and the Pestalozzian system of education grace the pages of the *Monthly*. We would consider the editor fortunate if he should succeed in securing Mr. Sulist a regular correspondent to his valuable periodical.

The serial article, "Conversations with an Old School-Master," is getting "better and better." It is making some interesting "developments."

QUERY.—A patron wishes to know the size of the sheet to which authors refer when they state that a sheet folded once is called a folio, etc. There is no standard size. The medium size is 18 by 24 inches.

Book Notices.

PRIMARY OBJECT LESSONS. For Teachers and Parents. By N. A. CALKINS.
Published by HARPER & BROTHERS, New York.

This is a timely publication. It appears just when the need of some elementary guide in object teaching is keenly felt. The importance of a radical change in our common methods of primary instruction is now very generally admitted. The great desideratum is to know what this change must be and *how* to effect it. The work is new and very few primary teachers have sufficient invention to carry out general principles in details, however clear and definite their conception of them. From a lecture or an article on "Object Lessons" they may gather a few ideas and illustrations and be able skilfully to use them. These may, indeed, suggest a few others. But their limited resources are soon exhausted and the effort abandoned. Our primary teachers need a work on object teaching which shall present a natural and philosophical system of instruction clearly and minutely, *with details and illustrations*. It should be so simple and suggestive that no teacher can fail to find in it abundant material for daily use in the school-room.

For many months, we have been anxious to see such a work. Once or twice, we have been strongly tempted to venture upon its preparation. Its importance and our evident inability to present just what is needed have checked our rashness.

We confess that we sat down to the examination of Mr. Calkin's book with the fear that it would be a failure. But we were most agreeably disappointed. The difficult task is well done. We earnestly wish that it could be placed upon every primary teacher's desk in the State for daily and systematic use. It would work a wonderful change in the training of our little children.

The work treats of observation, ideas of form, drawing, color, number, size, weight, sound, the human body, physical training, place, and elementary reading. It also presents three series of Object Lessons, finely arranged. At each successive step, it illustrates how these elementary ideas are to be developed by the teacher. The author is simple without being childish, and brief without being obscure.

Portions of the work, in our judgment, might be improved; as, for instance, the chapter on developing the Idea of Number. The introduction limps, also, showing that the author is more at home in illustrating principles than in stating them.

We predict for this work an extensive circulation. We regret that we cannot refer our readers to an advertisement.

MILITARY SURGERY. By FRANK HASTINGS HAMILTON, M. D. Published by BAILLIERE BROTHERS, 440 Broadway, New York.

This volume was one of the first published after the fall of Sumter. It is a practical treatise on Surgery, Medicine, and Hygiene, specially designed for military and naval practice. It gives directions for the examination of recruits; treats of the general hygiene of troops; of bivouac, barracks, hospitals, field preparations, marching, conveyance of sick and wounded soldiers, gunshot wounds, amputations, dysentery, scurvy, etc., etc.

We are not qualified to judge of the merits of the work. Its typography is beautiful.

THE ATLANTIC MONTHLY for August is an excellent number. The Rebellion has breathed a new spirit into this magazine, banishing most of the somniferous articles with which its pages have been too long burdened. The iron "pills" given to Sumter cured the spleen of its theological critics, and it is hoped a derangement of bile may not again occur.

The Atlantic, during the first two years of its publication, was our favorite magazine. Its articles were spirited, terse, catholic, and instructive; but, for the past three years, it has been often tedious and irritating. Many of its writers seem to have been mere *thought-spreaders*, avoiding brevity and conciseness as they would the small-pox. A few sterling articles in each number have sustained the reputation of the Monthly and paid perusal. They have been culled from the mass as diamonds are assorted from the sand. Upon the cover of the June number the Stars and Stripes took the place of the mysterious phiz which has hitherto adorned it, and a new life seems to have entered into the body. The "War Articles" of the last four numbers have thrown shot and shell into the rebel ranks with good effect, and the artillery force is evidently being increased. The August number has a battery of six guns as follows: "Fibrilia" (masked), "Nat Turner's Insurrection," "Mail-clad Steamers," "Where will the Rebellion Leave Us" (a thirty-two pounder of uncertain aim), "Theodore Winthrop," and a "Dirge."

The "Reminiscences of Stephen A. Douglas," is a graphic sketch of the life and qualities of this distinguished statesman. The article is decidedly Western, presenting the rough points of his career with the *bonhomie* of a Sucker story-teller. "Agnes of Sorrento" closes its ninth chapter—"The Artist Monk." The warmth of Italian character, the depth and fervor of its religious emotions and worship seem to have "fired the heart" of Mrs. Stowe, and kindled anew the intense glow of "Uncle Tom." The most graphic delineations of Italian life, smothered beneath the rites, symbols, and faith of an enshrouding Papacy, and yet, at times, bursting forth by the intensity of the hidden fires of old Roman blood, drop throbbing and life-like from her brilliant pen.

THE NORTH AMERICAN REVIEW.—The July number of this valuable Quarterly presents even more than its usual variety of learned reviews. The "Life of Major Andre," rehearses the leading points of the sad story

of this unfortunate officer, but vindicates the justice of his sentence. A treasonable design is held up in the light of the rules of war and the prostitution of a flag of truce is not permitted to shield it. In Andre's and Arnold's day, civilization had not suggested the *Oath of Allegiance* as a punishment for spies and traitors!

The "Right of Secession," from the pen of Prof. Joel Parker, of the Cambridge Law-School, is a masterly review and refutation of the "Message of President Davis," to the "*Gentlemen of the Congress of the Confederate States.*"

"Hugh Latimer" is a brief sketch of the Life, Sermons, and Death of this revered Father, Reformer, and Martyr.

Eleven other excellent articles are named in the table of contents.

THE LADIES' REPOSITORY for August is an excellent number of this popular magazine. It is embellished with a splendid steel engraving, from Shattuck's "Summer"—an original painting of great merit; also with a fine portrait of Rev. Zachariah Paddock, D. D. Its pages present a great variety of articles, suited to the tastes of its numerous readers.

Terms: Two Dollars per annum in advance. Address the Publishers, Poe & Hitchcock, Cincinnati, Ohio.

THE NECESSITY OF EDUCATION IN A FREE STATE. By MOSES T. BROWN, Superintendent of Schools, Toledo, Ohio.

The above is the title of a Lecture delivered before the American Institute of Instruction at its annual meeting at Boston, in August, 1860, and published by a vote of the Institute.

This address is an excellent presentation of an important theme, and well deserves the compliment bestowed upon it, by the oldest and most learned of all our Educational Associations.

THE PENNSYLVANIA TEACHER, (successor to the Educator), edited by Rev. Samuel Finley, Pittsburgh, entered upon its third volume in June, printed upon new type and otherwise improved. The editor is contributing a series of articles on "Popular Physics," illustrated with fine wood-cuts.

The Teacher is one of the best of our exchanges, and we wish it success.

IMPROVED SCHOOL FURNITURE.—We call special attention to the advertisement of W. Chase & Son, on the third page of cover. This Furniture is said by competent judges to combine the best elements of the most approved patterns in use. The workmanship is very neat and durable. It is used quite extensively and gives good satisfaction.

BRYANT & STRATTON'S COMMERCIAL ARITHMETIC.—We have purchased a few copies of the Counting-House Edition which we will send by mail, postage paid, at the Publisher's price—\$1.25. Teachers of Arithmetic will find it a valuable aid.

ERRATA.—In the August number, page 240, line 3 from the bottom, for "aimed" read *arrived*; page 241, line 3 from the top, for "outward" read *untoward*; and page 266, line 22, for "pupils" read *people*.

Official Department.

"OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, September 1, 1861. }

To-day a new school year begins. It seems to me proper that I should at this time communicate freely to local school authorities my views and wishes in regard to the administration of our school system during the coming school year.

So general and intense is the popular excitement in regard to the condition of the country, that I have feared that the humble and ordinary duties pertaining to the management of school interests, might be neglected by Boards of Education and other school officers. This need not be the case, and it is exceedingly desirable that all salutary and conservative educational influences should have vigorous operation. The natural tendency of war in a country is to demoralize character. However necessary and just the war may be, there will incidentally grow out of it many corrupting and depraving influences. To check these evils and maintain social and moral elevation of character, our schools, as well as our churches, need to put forth their best endeavors. Let this great war terminate as it may and when it may, there is reason to fear that the scars which it will leave upon the social and moral character of the people, will be deformities which to wear away will require many long years. But I am satisfied that if parents, teachers, school officers and religious societies, will faithfully meet the demands which this crisis lays upon them, very much may be accomplished to protect our children and youth from the dangers to which they are exposed.

To Boards of Education, I beg leave to suggest that all due efforts should be made to render the schools of the State efficient and salutary. Except in a very few cases, there will be no diminution of funds during the coming year. The amount which you will receive as interest on funds invested with the State, and the amount to be derived from the state levy will be, at least, quite equal to the sum obtained from these sources during any former year. Unless your local levies have been very greatly reduced, there can be no pecuniary necessity for a failure to render your schools what necessity demands they should be. And if there must be retrenchment at any point, it would be better to defer for a time the building of new school-houses, rather than greatly to abbreviate your school terms, or to employ teachers who can be had at greatly reduced salaries.

I certainly do not wish to dictate to you, but most respectfully to suggest that you have it in your power to render your schools far more efficient and valuable than some of them have been in former years.

To the Teachers of our Schools, I have a few thoughts to suggest. During the past summer, a considerable number of our teachers have enlisted in the army, moved thereto by an earnest desire to serve their country. I honor the spirit which they have evinced, and I have no doubt that they will do honor both to their present and to their past professions; but whether

their present employment is more important and conducive to the highest interests of the country, I have my doubts ; since first rate soldiers for our armies are much more easily obtained than first rate teachers for our schools.

The office of teacher, always important, at the present time is far more necessary, and may be far more useful, than at periods when the range of the instruction of children in schools is more limited than at present. Permit me to call your special attention to an article in the June number of the *Educational Monthly*, upon "*The War Excitement—What use Shall We Make of It ?*", prepared by that experienced and honored teacher, Dr. A. D. Lord ; and also to his address before the State Teachers' Association, found in the current number of the *Monthly*. I deem his suggestions to teachers of the utmost importance ; and I trust that you will faithfully execute the duties indicated. Never had teachers a fairer and fuller opportunity for serving their country and their God than at the present time. May you appreciate your high office and be found equal to its demands.

I am happy to know that in most of the localities from which I have information on the subject, there will be little or no diminution in teachers' salaries during the coming year. But this rule will have its exceptions, and, upon reflection, it has seemed to me that there may be many cases in which teachers should be willing that their salaries be reduced. Where their salaries, heretofore, have been liberal and where business suffers in consequence of the war, it is not unreasonable to ask teachers to share with others a common misfortune. Most of the merchants and mechanics in the State, will be obliged to live upon half the income of former years. Many laboring men will be thrown out of remunerative employment. This state of things will be found to operate most seriously in villages and cities, where teachers formerly have received the highest compensation for their services. In such cases it will be no hard and unjust treatment if salaries are reduced.

County Auditors, Boards of Education, County School Examiners and Principals of Teachers' Institutes, are hereby reminded of the importance of promptness in the preparation and transmission of their annual reports ; the blanks for which were forwarded from this office early in August.

I trust that all Auditors will see to it that the blanks for Boards of Education be forwarded without delay. Several townships last year came near losing their school funds by failure to make the reports which the law requires ; and in regard to several of them I at last learned that blanks were not sent them by the Auditor of their county.

Boards of Education will find the blanks for their use so exceedingly simple that they can have no difficulty in filling them out. They should remember that their reports are due at the offices of the auditors of their respective counties as early as the first day of October. Eighteen townships would last year have failed to share in the school funds of the State, on account of neglect to make reports, had not the General Assembly passed a special act for their relief.

N. B.—Auditors are particularly requested to see that their reports are carefully footed before sending them to this office.

. ANSON SMYTH, Commissioner.

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GRAMMATICO-LEGAL SCIENCE.

BY JUDGE LAWRENCE, BELLEFONTAINE, OHIO.

"Maximum interpretationis juridicae mysterium."—Heinecc. de Orig. Test. Fact. et Ex., xii, sec. 9.

One of the great difficulties to be encountered in every department of life is the uncertainty of meaning which attaches to written and spoken language. In law, in theology, in the whole field of science, literature, and art, the evil is to be encountered.

For the purpose of giving *construction* and *interpretation* to language, various aids are employed. Dictionaries of our language, of science, of arts, of law, theology, and provincialisms, furnish their aid, while grammar, logic, and the light of "surrounding circumstances" are equally auxiliary to the same end.

The law, indeed, has adopted a system of rules for construing pleadings, contracts, statutes, wills, terms of art, science and other topics, all of which are illustrated in many volumes.

The principles of legal interpretation in some of its departments, are so intimately connected with the science of grammar that a chapter on grammatico-legal science should be found in every grammar and in every treatise on legal construction.

A writer of much merit has stated as a *rule of law*,

"That statutes are generally to be read according to the natural, ordinary and *grammatical* sense of the words, unless that interpretation leads to a plain and clear contradiction of the apparent purpose of the act, or to some palpable and evident absurdity."

1 Curwen on Stat., p. 2; citing *Atty. Gen. vs. Lockwood*, 9 Meeson & Welsby 398; *Smith vs. Bell*, 10 *Ib.* 389; *Turner vs. Sheffield Railway*, *Stuart vs. Graves*, 10 *Ib.* 434-719; *The Sussex Peerage case*, 8 Jurist 795. See 1 Bouvier's Institutes, 40-254; Sedgwick on the Construction of Statutes 225.

Notwithstanding this general rule, it is not a little remarkable that no effort has been made by any writer on law or language to illustrate its application, except to a very limited extent. It is still more remarkable that the legal profession and the judiciary should almost completely ignore, if not the rule itself, almost all aid drawn from the light which grammar throws upon the meaning of language.

In the whole thirty-one volumes of Ohio Reports, but a single example can be found where a judge has called in the aid of grammatical science to elucidate the meaning of language, but unfortunately in the case referred to, "a rule of syntax" is quoted which does not exist in any book, but is directly at variance with the principles of grammatical analysis.

In *Robbins vs. The State*, 8 Ohio State Reports 175, the generally accurate, profound and learned judge who delivered the opinion of the Court, says:

"Now, it appears to be a rule of syntax that, where an antecedent verb in the first clause qualifies a verb in the closing part of the sentence, forming the predicate of the subject of several distinct intermediate clauses of the sentence, such qualification of the predicate applies to the subject of each of such intervening clauses, unless some word or words are used, expressly limiting it to a part."

The result of adopting such a rule was that the common law doctrine of murder was subverted, and the Legislature which enacted the Ohio Murder Statute, was made by *construction* to say that, "The *purpose to kill*, expressed in the Statute, applies to *each* of the several classes of murder in the first degree," when the evident intention of the Legislature and the grammatical meaning of the language employed, was, that, *a purpose to kill*, was no part of the crime of murder committed "in the perpetration, or attempt to perpetrate any rape, arson, robbery or burglary, or by administering poison, or causing the same to be done." This it seems to me is evident from the following grammatical analysis of that section of the crime's act which defines murder. That section reads thus:

That if any person shall *purposely*, and of *deliberate* and *premeditated malice*, or *in the perpetration*, or *attempt to perpetrate any rape, arson, robbery, or burglary*, or *by administering poison*, or *causing the same to be done*, KILL another; every such person shall be deemed guilty of murder in the first degree, and, upon conviction thereof, shall suffer death."

The above section is a subjunctive sentence, having compound clauses, and is reducible to three simple sentences, corresponding with the three classes of homicide designed to be described in the statute. The *hypothetical* subject is "any man," and the *grammatical* predicate is "kill." The only point in the sentence about which any dispute can arise, is the nature of the modification of the predicate "kill," for all the clauses of the sentences modify it. These elements which modify the verb kill, are: 1, the adverb "purposely," and, 2, the five prepositional phrases, viz.: (1), "of deliberate and premeditated malice;" (2), "In the perpetration;" (3), "In the ATTEMPT to perpetrate any rape, arson, robbery or burglary;" (4), "By administering poison;" (5), "By causing the same to be done." These modifiers are variously connected by conjunctions; and as the five prepositional phrases modify the predicate "kill," they are adverbial as to their *use*.

The following logical diagram, will present the sentence in the proper form for grammatical analysis:

No. 1.

That if	person	shall kill	another
	any	Either	1. Purposely and of etc.—
			2. { (1) In the perpetration
			{ (2) or attempt, etc., or
			3. { (1) By administering, etc.
			{ (2) By causing etc.
			1st. Case homicide.
			—2nd. do.
			—3d. do.

No. 2.

That if	SUB.	PRED.	OBJ.
	person	shall kill	another
	any	Either	1. Purposely <i>and</i> of deliberate and premeditated malice.
			2. or { 1. In the perpetration
			{ 2. or in the attempt to perpetrate any
			rape, arson, robbery or burglary.
		3. or {	1. By administering poison
			2. or causing the same to be done.
Homicide {	1. Case—	Direct murder, as by a stroke, shooting, etc.	
	2. " —	Indirect—by acts from which the will or intention is inferred.	
	3. " —	Indirect—by acts from which the will or intention is inferred.	

This grammatical exegesis gives us the following sentences :

1. "If any person *kill* another, *purposely and* of deliberate malice, every *such* person shall, etc. 2. "If any person kill another, [either] in the perpetration, or the ATTEMPT to perpetrate any rape, arson, etc., every such person shall, etc. 3. "If any person kill another [either] by administering poison, *or* causing the same to be done, every such person shall, etc.

Such are the distinct propositions into which the sentence resolves itself by the laws of language, or the rules of Grammar. There is no rule of syntax requiring "that, when an antecedent adverb in the first clause qualifies a verb in the closing part of the sentence, forming the predicate of the subject of several distinct intermediate clauses of the sentence, such qualification of the predicate applies to the subject of each of such intervening clauses, unless some word or words are used expressly limiting it to a part." Per *Bartley*, Judge, *Robbins v. Ohio*, 8 Ohio State Rep. 175. Any such rule could not apply to this sentence, because it contains but *one* subject and *one* predicate, and all the clauses which it contains are adverbial modifiers of the predicate, being used to express the *conditions* or define the *circumstances* under which killing shall be regarded as a crime. The adverb, "purposely," which is equivalent to the phrase "on or of purpose," is an adverbial phrase, expressing one of those conditions and connects with the following one, viz., "*of deliberate and premeditated malice*," as it necessarily constitutes the *explaining* part of the whole phrase. See Gould Brown's *Gram. of Grammars*, page 646, Note 2. "*In general, any two terms which we connect by a conjunction, should be the same in kind or quality, rather than different or heterogeneous.*" But the four following clauses, (or *two* as each is double, being connected by corresponding conjunctions which correlate them) *cannot* be modified by "purposely," as no one word can be a general modifier of the predicate, and at the same time separately modify each clause which modifies the predicate. But again; the rules of Grammar require that, any adverb which is intended to modify the predicate in a *specific* sense, and before and independent of the general modifications which follow shall be placed near to the predicate; and then the verb becomes *compound*. See G. Brown, Page 686, Note 1, also Pinneo's *Ana'l. Gram.* Page 111, Art. 211. Instead of this arrangement, we have *all* the modifiers

preceding the verb in regular sequence and legitimately connected by appropriate conjunctions.

But lastly : If the word "*purposely*," is also a modifier of the subsequent adverbial clauses as well as of the verb kill ; then the clause, "*of deliberate and premeditated malice*," must be too, for it is *inseparably* connected with it by the copulative conjunction "*and*." By such a grammatical construction of the sentence, no lawyer under the sun could make out more than two classes of homicide. It makes no matter whether the disjunctive connective "*either*," which is implied in the sentence be understood *before* or *after* the clause, "*purposely*," etc., as the fact of its being so understood, will not make the *first* clause any other than a distinct modifier of the predicate, disjoined from all the rest, by its legitimate function as a *disjunctive* connective.

I am indebted to Professor Joseph Shaw for this grammatical analysis as well as for those which follow. I have submitted the foregoing to several eminent grammarians who concurred in the construction therein given, and I have yet been unable to find any one who entertains a different opinion. The question at all events is worthy the attention of Lawyers and Philologists.

As examples of the utility of giving to legal investigation the aid of grammatical science on questions of great practical utility, I also present the following. They are grammatical analyses of several sections of the Ohio Civil Code :

"A witness shall not be obliged to attend for examination on the trial of a civil action, except in the county of his residence, nor* to attend to give his deposition out of the county where he resides, or where he may be when the subpoena is served upon him." Code, sec. 329.

Questions 1. Does the last clause ("or where he may be when the subpoena is served upon him") apply to the witness mentioned in the *first* clause ?

That is, if a witness is served with a subpoena in a county where he does not reside, can he be required to attend under it "for [oral] examination on the trial of a civil action" in such county ?

2. Can a witness be required to give his *deposition* in the county of his residence when he is absent, say for a month on business, or only in the county "where he may be" during such absence ?

GRAMMATICAL ANALYSIS.

The *language* of this section is not perspicuous. By an ad-

mitted law of Exegesis, viz: That *clear* passages rule obscure ones, I would give the following analysis of the section: 1. 'A witness shall not be obliged to attend for [oral] examination on the trial of a civil action, except in the county of his residence.' This passage is *clear* and must govern what follows so as to harmonize with it. 2. 'A witness shall not be obliged to attend for [oral] examination, [either] out of the county where he resides, ["or"] where he may be when the subpoena is served upon him.'

The word "nor," (marked * above) is a corresponsive, and its use here *supposes* "neither" to be implied before the words, "shall not be obliged," in the first clause. "Nor" is a disjunctive corresponsive. In the latter part of the section, the word "or" is a copulative corresponsive, and *grammatically* implies its correlate, "either," to be understood before the words, "out of the county where he resides."

The *grammatical* construction of the language bears, that a witness *may* be obliged to attend for examination, etc., in the county of his [legal] residence, *though* he may have been absent a month or two on business. In whatever county the subpoena may find him, if he has been *long enough* there, to give him *legal* residence, e. g. to entitle him to vote, *there* he can "be obliged," etc. As a *grammarian*, I cannot make any thing else out of it.

1. Then, I would answer the first question in the negative.

2. The second, must be answered in the affirmative. For, if the *law* makes it *compulsory* on witnesses to "attend for examination," etc., in the county of their residence; and when their *absence* has not been sufficiently long, to give them residence *elsewhere*, it follows, that they *can* be obliged to attend in their *county of residence*.

This is the *deliverance* of a *Grammarian*, and not of a *Jurist*. And see 2 Western Law Monthly, p. 610.

"Any party to a civil action or proceeding may compel any adverse party, or person for whose benefit such action or proceeding is instituted, prosecuted or defended, at the trial or by deposition, to testify as a witness in the same manner, and subject to the same rules as other witnesses." Code, sec. 312.

There may be "persons" for whose benefit actions or proceedings are instituted, prosecuted or defended," who are *not* "parties." So there may be "parties" other than those "for whose benefit" an action is instituted, prosecuted or defended.

In the phrase above "any adverse party, or person," etc., the words "party" and "person" are not in apposition.

Now question: Do the words "for whose benefit such action or proceeding is instituted, prosecuted or defended," apply to and limit the word "party" as well as the word "person" in the phrase last above quoted?

GRAMMATICAL ANALYSIS.

This question I most unhesitatingly answer in the negative. The preposition "for" connects the words "person" and "benefit;" and it is a prepositional phrase (I mean the words, "for whose benefit," etc.) whose grammatical office is to modify the word "person," and not "*party*." By removing the comma, which occurs *after* the word *party* and placing it after the word "*person*," then it would be a general modifier of both "party" and "person." Then it would read thus: "Any party to a civil action or proceeding may compel any adverse party or person, for whose benefit," etc. That may have been the intent of the law, but the *language* does not make it say so.

To this I will add an example from the Criminal Statute of Ohio. By the Crime's Act it is provided:

"That if any person shall unlawfully assault or threaten another, in a menacing manner, (1) or shall unlawfully strike or wound another, the person so offending shall be fined." 3 Curwen Stat. 2368, Sec. 10.

Questions 1. Does the word "unlawfully;" where it *first* occurs apply to "threaten," as well as "assault?"

2. Do the words "in a menacing manner," apply to the prior word "assault" as well as to the word "threaten?"

3. Does the word "unlawfully" where it last occurs, qualify "wound," as well as "strike?"

GRAMMATICAL ANALYSIS.

I answer:

(1.) That, by the construction of the sentence, the modifier, "*unlawfully*," does apply to the word "*threaten*" as well as the word "assault." As it occurs between the auxiliary "*shall*" and the principal verb, (which auxiliary is common to both "*assault and threaten*,") therefore by the laws of grammatical construction, it must be considered as applying to both.

(2.) The phrase, "*in a menacing manner*," is obviously a modifier of the word "threaten," as that modification of the word is necessary to bring the *action* within the legal description of the crime. However, as it is punctuated, it may be considered as a modifier of both words though not necessarily.

(3.) In my opinion, the word "unlawfully," where it *last* occurs, does *not* modify the word "wound;" 1. Because it has no *grammatical* relation to the word "wound;" and, 2. Because, in law, it is implied in the word *wound*, as defining crime. If, however, a semicolon be indicated after the word "manner," (and I think it is) then it *does* modify *both*; as the two words are correlated by the corresponsives "or" and "or," which, by euphony, are substitutes for "either" and "or."

And for other examples of analyses of statutes, see *Neil v. Cherry*, 3 Western Law Monthly, 34, 174; 4 Ohio State Rep. 585; *Niven v. Smith*, 2 West. Law Mo. 465; *Stokes v. Commissioners of Logan*, 4 Weekly Law Gazette, 20, Cin., June 1, 1859.

These examples while they may call attention to the importance of the subject of grammatico-legal science, if it may be allowed the phrase, will also show that *he only can be a sound lawyer who is an accurate grammarian*, that legal learning must unite with philology in giving to laws their correct interpretation. By inculcating these truths we add to the dignity of the professional teacher and add to the importance of his labors.

THE TEACHING OF FOREIGN LANGUAGES.

BY THEODORE E. SULIOT, A. M.

NO. II.

The following is the plan recommended by Locke: Let the student of the Latin language begin with some easy and amusing book, the fables of Phædrus for instance, and with the aid of an interlinear literal translation and explanatory notes, let him make himself master of the sense of the fable so thoroughly as to be able not only to translate the original with English, word for word, but also, when examined without the book, to give the Latin for every English word, unassisted by the connection of the parts of the narrative.

Having thus acquired from Phœdrus a large vocabulary of common Latin words, without as yet attempting their grammatical analysis, let him next proceed in the very same manner with the first book of Ovid's *metamorphoses* which will contribute to his stock a large addition of words of less common use. But now the reading of this new author should be accompanied with the study of the *accidence*.

Taking only a small portion of the subject at a time, as for instance the first declension of nouns with the first lesson in Ovid, the student must begin to notice what nouns in the lesson appear to correspond in form with any of the cases of that declension and so on, until the distinction of the cases is clearly understood and the tables of the declensions are learned by heart.

Let him proceed in the same way with the rest of the *accidence* and the principal rules in syntax, thus making the learning of grammar go hand in hand with that of the text-book which is still studied through the medium of an interlinear literal translation, until he feels able to construe an easy Latin author with only an occasional reference to the dictionary.

The practice of re-translating the English into Latin will insure a critical acquaintance with the peculiarities of the language and fix them more firmly in his memory.

Locke's method is substantially the same as that which was afterwards recommended in France by the celebrated metaphysician, Condillac, and other eminent men towards the close of the eighteenth century.

But long before Locke himself, Milton in his *Treatise on Education* had expressed his disapprobation of the common method. "We do amiss," says he, "to spend seven or eight years in scraping together so much miserable Latin and Greek as may otherwise be learned easily and delightfully in one year."

But so wedded is the common herd of teachers to time-consecrated methods, schools and colleges are so saturated with the spirit of conservatism that the teaching of languages by grammar, instead of the more natural process of teaching grammar by the language, has continued till the present time to be the prevalent method in Europe and America.

About the time of the opening of the London University, and of various educational reforms in England which marked that

period, some forty years ago, there appeared a series of Latin and Greek text-books with interlinear translations after Locke's method, accompanied by short and simple abstracts of grammar.

The obvious defect of that method is its mechanical character. Until the pupil has made a considerable progress in the language, so as to be able to generalize facts, his verbal memory is almost exclusively called into action, whilst the most important object of all instruction—intellectual training—is neglected.

I would venture to suggest a slight modification of Locke's method, so far at least, as inflected languages are concerned. The object is to diminish the amount of help afforded in proportion as the power of the learner increases.

I would prepare five text-books. The first four should contain only a few successive portions of the work selected for study. In the first of these the words are arranged according to the logical or artificial order of modern or uninflected languages. Thus, suppose the first book of Tacitus to be selected.

Artificial text: *A principio, reges habuere urbem, Romam.*

Literal translation: From beginning kings had (the) city (of) Rome.

Translation of the thought: At first, the city of Rome had kings.

When the pupil is perfectly familiar with the lesson in that artificial order, let him read it from the fifth text-book which contains only the pure text of Tacitus—*Urbem Romam a principio reges habuere.*

He must always read again and again in the pure Latin text whatever he has learned in the artificial text in order to train his eye and ear to the natural or rhetorical order.

Second Elementary Book.—After this introductory drilling in a few chapters of the text, the pupil's progress may be presumed to be such as to allow the Latin text and English translations to be placed on opposite pages of the book; neither will it be any longer necessary to inclose in brackets the English words that have no equivalent in the original, or to connect by a hyphen those Latin words that require to be taken together. Here, as before, the pupil learns the lesson, first from the artificial text and then from the pure text of the author.

Third Elementary Book.—Now the artificial text may be omitted,

and we need only, on one side, the pure text, and, on the opposite side, the literal and the free translation.

Fourth Elementary Book.—The literal translation is now omitted, and we have, on one side, the unaltered text, and on the other, a free translation.

By this time, the pupil may be expected to walk alone, that is to translate at once the unaltered text without any other help than a glossary and explanatory notes.

Thus might be removed the objection to Locke's plan, of not proportioning the amount of help to the progress of the learner.

In the first of the series of text-books that I propose, the pupil, not having to contend with the additional difficulty of an inverted order, will more readily catch the meaning, but lest his ear and taste be spoiled by that artificial *un-latin* order, he ought, as soon as he has caught the meaning, read the same passage in the original text, in order to train himself to seek the meaning in the import and construction of the words themselves, not in the place which they happen to occupy.

In the study of the text, the first point is to catch the author's meaning and the precise import of each word; next the influence and arrangement of the words; next their natural and figurative sense, and lastly the idiomatical peculiarities of the language.

About the same time, a noisy pretender of the name of Hamilton proclaimed as his own discovery, under the name of the Hamiltonian System, a new and infallible method of learning a language in thirty lessons. It was, in fact, only a clumsy imitation of Locke's system of interlinear translation, with that questionable improvement that the original order of the text was preserved, and under each word was placed its English translation, but altered and barbarized so as to become an actual equivalent to the original. Such a translation was, of course, uncouth and ludicrous in the extreme, and the young pupil, if he succeeded in acquiring a new tongue, was in imminent danger of unlearning his own.

The Gospel of John in various languages was the text-book selected; and this, the most mystical and spiritual of the Gospels, was desecrated into a barbarous instrument of mechanical drilling.

Hamilton was a pushing, sanguine man, no way deterred by diffidence from proclaiming the Hamiltonian System as one of the

most useful discoveries of the age. As any imitation of Nature, however coarse and caricatured, was felt to be an improvement on the canonical method, the new system excited at first a good deal of attention, and for a time, was all the vogue. People did actually acquire a smattering of Latin, Greek, French, and German, through John's Gospel. But the want of scholarship in the man and his satellites, the absence of all philosophical attempts to teach the laws and genius of the language, so different from Locke's idea, soon caused Hamilton and his system to fall into deserved oblivion.

(TO BE CONTINUED.)

WRITING, AS A MEANS OF MENTAL CULTURE.

BY GEO. CORNELL, M. D. *

We hear much of reading, as a means of mental culture, and with the greatest propriety. It is eminently important that we be stimulated to a proper use of books, on the one hand, and cautioned against employing them as a means of mental dissipation on the other. But why do we hear so little of writing? I think, in advance, that we are, most of us, of opinion that *writing* forms an indispensable part of our educational resources—that it affords or might afford, a means of mental development second in importance to no other. Such being the case, I am at a loss to know why it is that we so seldom hear, in lecture rooms or elsewhere, why we so seldom see, in educational treatises or out of them, reasons for this opinion—analyses of the effect of writing upon the man who writes—in short, discussions of the subject now before us.

Lord Bacon, in his *Essay on Studies*, has the following: "Reading maketh a full man, conference a ready man, and writing an exact man." There is a weight of meaning in this word "exact," which will justify pages of elaboration.

Writing is to the student the most available means of self-examination, of discovering to himself the condition of his mental powers and resources.

* Teacher in Western Reserve Normal School, Milan, O.

No thorough-going business man is satisfied without a frequent examination into the state of his affairs. The farmer finds it necessary to go often through his fields, and see the state of things there, what kinds of grain are growing and in what quantities, and whether all needful helps and facilities are furnished in proper amount and at proper times. The manufacturer goes the round of his workshops daily, to see whether his workmen are furnished with proper material, and whether they are industrious in its use. The same principle obtains in full force with regard to mental development. The scholar has a field to cultivate, and that field is his mind; and he who goes oftenest through this field, examining carefully the condition of things, will be certain, year by year, to gather in the largest crop of golden ideas. The student has a workshop, his brain, where restless employees, perception, memory, reason, imagination, and all the rest, are at work, day by day, in the manufacture of ideas, notions, schemes and propositions. According to all received maxims of business life, he should have a careful eye to this workshop, take frequent inventory of stock and tools, see what kind and amount of work is turned out, or things will go to waste, and very slender results be realized. How perishable and evanescent are the materials upon which the mind works! Ideas, neglected, speedily "take to themselves wings."

So much for the *importance* of familiarizing one's self with the contents and operations of his mind. We would show that *writing* accomplishes this purpose for us most effectually. It sends one rummaging through all the chambers and corners of his mind with the purpose of bringing out all his knowledge *upon a given subject*, and that knowledge is often found, as the result of such an exploration, to be surprisingly scanty. Who of us has not come back from such a search, vexed, and disappointed, and dispirited, to find that we had scarcely one clear, definite, communicable idea upon a subject which we before thought we understood very well. Now, this step of vexation and disappointment is as far as the majority of persons ever progress in the use of *writing*, as a means of mental culture. Having experienced this first and incalculable benefit from it, to wit, the discovery of their ignorance, a consciousness of knowing nothing as they ought to know it, instead of being stimulated thereby to a more vigorous use of all means and appliances to remedy this discovered ignorance, they

shrink back from the labor, and so relinquish altogether the energetic and efficient pursuit of knowledge. It is no wonder that such persons should harbor a great dislike to composition or essay writing, for it has at once exposed to them their ignorance, and their inefficiency in consenting measurably to remain in ignorance. And now we come to speak more directly upon the *second* benefit of composition writing; it directs and stimulates us in the pursuit of knowledge.

The more accurate our perception of any deficiency, the more intelligently can we labor to remedy it. The man who would replenish his wardrobe, or better furnish his house—the merchant who would increase his stock of goods, first looks over or takes an inventory of all articles on hand, that he may not purchase at random, and find his wants still remaining. So, this same writing in that it shows us the *exact points* in which our knowledge is deficient, and our ideas misty and ill developed, also directs and stimulates us in remedying that deficiency. It leads us to reading—reading in a profitable manner, because with a definite purpose—reading which does not result in the creation of vague, misshapen ideas, misty conceptions, ghosts of thought which the daylight of truth will put to flight, but beautiful verities, sublime actualities.

DRAWING IN THE COMMON SCHOOL.

BY REV. THOMAS HILL.

The teacher of youth should never forget that Art is as valuable as Science. Knowledge exists for the sake of feeling and action. The heart is higher than the head, the will is above them both. The great progress of knowledge in our age will be of value only as it enables us to feel more profoundly the joy of God's children, or to do more efficiently their work.

These views must not lead the teacher into the error of despising theoretical knowledge, under the mistaken idea that no knowledge is useful unless man, with his contracted views, can see

its usefulness. So far from that being true, we may say that in general the acquisition of the knowledge is necessary before its usefulness can be perceived. But the acknowledged supremacy of the will over the heart, and of the heart over the head, should lead the teacher of youth to develop continually in his pupil the affections and tastes, to cultivate the pupil's power of execution. And as Geometry is, of necessity, the first science grasped by the young mind, so the perception of beauty in form gives rise to the first æsthetic emotions, and the practice of drawing is the first artistic culture proper for the child.

I am aware that some have said that the mother's voice first awakens æsthetic emotion in the infant, and I confess that I have known children able to sing melodies correctly at a much younger period of life than that in which the drawing of outlines is possible. This proves indeed the possibility and value of beginning musical culture at a very early age; but I think, did time permit, it might easily be shown both from general reasoning, and from the experience of teachers that in general, drawing is to be regarded as taking precedence, in time, of music.

As to the question whether drawing precedes sculpture, it is a question analogous to that concerning the relative precedence of plane and solid geometry. It is but a few months since a distinguished educator of New England entreated me to urge publicly the importance of giving instruction in solid geometry before plane geometry. We had, and could have, but a moment's interview, but I think his error arose from the increasing popularity of what are called "Object Lessons." It is doubtless true that a solid cube, a solid cone, and a solid sphere ought to be put into the hands of the pupil before any attempt is made to teach him aught concerning the geometry of those figures. The best drawings of a solid will not make so living and so lasting an impression upon a child's mind as the solid itself will make. But the question is, whether a child does not form an earlier conception of a straight line, a curve, a square, and a circle, than of a cube and a sphere? We must remember that the eye does not see solidity directly, it projects all the world upon the circumference of a sphere, and that it is only through the consciousness of muscular movement that we learn to see solidity. The geometry of two dimensions therefore precedes that of three.

In like manner a young man whose geometric conceptions have been somewhat developed, may imagine that sculpture because a simpler art than painting, should precede drawing and that children might be taught to model in clay or to carve in wood before they are taught to draw. But in this supposition he forgets that the child, at first, recognizes solid figures by their projected outline. This outline, which, to the mature thinker, has no objective existence, and is known to exist only to his own perceptions, is, to the child, the principal object of perception. This is evident both from *a priori* considerations, and from the fact that the youngest child recognizes in the rudest outline drawing upon the slate, the likeness of men, horses, and other animals.

The question has also arisen, whether the first lessons should consist of copying drawings, copying nature, or inventing outline forms. But it seems to me certain that the imagination acts only when stimulated by the perception of realities. Outward nature is the teacher who develops our inward powers. The highest imagination of the poet still builds upon the pattern of things visible. Before the imagination can receive any efficient culture, or develop to any advantage its inventive powers, the eye needs to be trained to an accurate perception of the beauties of the divine models given in Nature; and the hand needs to be taught how to trace a material form, correspondent to the idea within. The latter of these two ends, may best be attained by copying outline drawings; the former, by drawing outlines from nature. These two exercises should, therefore, be the earliest given to a child, and they may, advantageously, be intermingled. With the outline of a leaf, let a living leaf of the same kind be presented to the pupil, and let him copy the one, and draw the other; and if he have aptitude for the task, his drawings from nature may show more spirit than his copy of the pattern.

In order that the exercise may be of the highest value, the leaves, flowers or fruits, which are selected for drawing lessons, should be, in themselves, beautiful, yet of simple outline; and the pupil should be encouraged to aim at reproducing the specific peculiarities of the specimen. The botanist recognizes a specific difference between the leaves of two species of rose. He could recognize it in their photographs, and it is possible to render this difference perceptible in a drawing. At the same time, a leaf, presenting

specific peculiarities, may be held in an ungraceful position, bent, or flattened by pressure; and the pupil's eye must be trained to see, his pencil to represent, the graceful unity of a natural object, as well as the specific variety of its details.

For drawing a mere outline, a slate and pencil or the white crayon and black-board answer every purpose. The slate and the black-board have each their peculiar advantages. The one admits a power of working in detail, the other encourages free and vigorous strokes. To increase the latter advantage in the black-board, it is well to mount the crayon, at least for the older pupils, in a handle, or porte crayon. When the pupil advances to shading, it will be necessary to furnish him with lead pencil and paper, still mingling lessons from lithographed copies, with those from solid objects. Coloring will, probably, not be attempted in the common school, although white "black-boards" might easily be prepared on which the pupil could draw, in colors, by means of the new American crayons, at a cost within the reach of the district school.

Exercises in inventive drawing may be introduced at various stages of the pupil's progress, and should be adapted to his proficiency. At first, they may consist in simply requiring him to combine, in the most pleasing and graceful forms which he can devise, a few simple, geometric elements, such as the straight line, and the arc of a circle. Afterward he may be required to draw a twig with a few leaves, and to produce the most grace and beauty possible with a limited number of leaves. Thus he may be gradually led to the manifestation of whatever artistic taste and power he may have. He may never rise to the composition of a landscape, or of a historic picture, but even the feeblest attempt to create and embody ideal beauty, will fit him for a higher appreciation of the infinite beauty embodied in the visible creation.

The best kind of crayon for school use, is the white cylindrical crayon, with a polished surface, manufactured only in Waltham, Massachusetts—far surpassing their imitations, which I have seen for sale occasionally in this State. The best blackboards are, undoubtedly, large slates; but where these are too expensive, very good substitutes may be made, either of white pine or poplar, smoothly planed, and washed with glue and lamp black, or, of heavy, smooth brown paper, pasted upon a plastered wall, with wheat flour paste, and painted of any desired color, with oil paint.

SPELLING.

In the discussion at Elyria upon "Modes and Results in Teaching Spelling," the method of teaching spelling by *writing* was commended by the different speakers with great unanimity.

Rev. A. Duncan, of Newark, claimed that the old method of teaching spelling orally failed to produce good spellers *with the pen*—the only mode of spelling in practical life. In support of this position, he instanced the bad spelling of applicants for teachers' certificates from country schools where oral spelling is almost universal, and great attention given to it, compared with the spelling of scholars in our schools where the pen is in constant use.

President Hill, of Antioch College, claimed that while the ability to spell well was by nature, it depended not so much upon memory in a general sense as upon the remembrance of *forms*. In his own case, any doubt as to the orthography of a word was at once removed by writing or printing it and appealing to the *eye*. Good spellers have the idea of *form* well developed. Hence, the written mode of teaching spelling is philosophical since in writing or printing a word its peculiar form is impressed upon the mind. The eye is unconsciously trained to notice any deformity in a word, and thus at once detect the absence of a letter or the presence of a wrong one.

I believe that these views are correct, and may be carried out in all grades of schools. The charge now and then made that our schools are retrograding in spelling has no foundation in fact. On the contrary, there is a constant progress made. The remark of Mr. Hill that the percentage of incorrect spelling in the Waltham Schools was reduced from twenty to five in a few months, may also be made of many other schools in the country. The truth is the old routine method of spelling was barren of good results and forced teachers to inquire into the cause of the failure. This investigation has led to truer methods and more satisfactory results.

But how can these principles be carried out in teaching spelling to children too young to write with facility? This is the practi-

cal question which I doubt not has been asked by all my readers engaged in elementary instruction.

In the February number of the *Monthly* for 1860, I presented a few practical suggestions upon teaching spelling, which seem to me to answer this inquiry. I propose to repeat a few of them for the benefit of inexperienced teachers. It will readily be observed that the use of the *eye* is at first secured in the *preparation* of the lesson, rather than in the recitation.

After the assignment of the lesson, the first step in a spelling exercise is its thorough preparation on the part of the scholar. It is very important that this duty be well done. It will require careful study and attention. The mere running of the eye over the letters of the different words is not enough. *The words should be copied neatly upon slate or paper.* This is an important matter. It should be done by all grades of scholars and especially in all elementary schools. The slate should be the constant companion of the Primer and Speller. But, says one, my scholars cannot *write*; how can they copy spelling lessons? With a little assistance, children will soon learn to print or write neatly and rapidly. Even in the primary school, a good degree of skill may be acquired. In some schools children are taught at once to write. I see no advantage in this, especially with small scholars. But whether scholars print or write, they need to be instructed. Their first essays in the formation of letters must of necessity be very imperfect. Nor is mere practice enough. I observe a great neglect of instruction in printing and writing in all our primary schools, even where the old idea that a child should never write until it is old enough to use pen and ink is theoretically discarded. The little children in most of our primary schools are expected "*to pick up*" the ability to print. In exact imitation of the composition decree—"Hand in a composition"—the tyro in the use of the pencil is set at once to printing words. Not unfrequently, a half a dozen words, containing nearly *all* the letters of the alphabet, is given for the *first* lesson. No wonder that such instruction (?) should *discourage* the teacher; that weeks of effort on the part of the scholar should result in irregular columns; in long and short letters, such as *e* and *l*, *o* and *g*, all made of the same height; in *b*, *p*, *d* and *g*, resting alike upon the same line; in the indiscriminate use of caps and small letters in the same word;

and other equally common defects. It usually takes weeks for children to see these errors, and not unfrequently until they become wearied of the exercise, conscious that their work is badly done and, at the same time, unable to correct it.

Scholars must be assisted. How can this best be done? I answer, *by the use of the black-board*. Let the teacher take one letter a day, grouping those letters which most resemble each other in shape. Form this letter upon the board, pointing out the *exact order* in which to make its different parts. To secure neatness and effort, require the letter to be repeated five or six times in a line, thus :

a a a a a
 a a a a a
 a a a a a
 a a a a a
 &c.

This will make a neat appearance upon the slate and will also give the scholar some idea of arranging words in columns. Two such exercises a day upon the same letter, each exercise containing from ten to fifteen lines, will afford valuable assistance in learning to print. Meanwhile the attempt to print a word or two each day, will greatly increase the scholar's desire to learn.

In printing a letter all unnecessary marks should be omitted. Reduce the letter to its simplest form. At first use the small letters. Instruct young scholars to divide words and syllables by means of a *short hyphen*. Too great a distance between the syllables destroys the *natural* appearance of the word and, of course, subverts one object of the exercise. Dispense with the separation of words into syllables as soon as scholars are familiar with the same.

The above suggestions in regard to printing upon the slate are equally important in teaching children *to write*. Black-board instruction is almost a necessity.

As soon as your classes can form most of the letters with some facility, require the copying of the spelling lesson as *an indispensable part of its preparation*. If written carelessly or improperly, the words should be effaced from the slate and the work done over. The teacher should examine the slates daily, point out the errors, produce the more common upon the black-board and call the attention of the school to them.

To secure accuracy, require the classes "*to read*" the spelling lesson they have printed. The words should be read from the slate and not from the book. Without some such check, scholars will form a careless habit in printing or writing, thus defeating the prime object of the exercise, to wit, to fix the exact *written form* of the word in the mind. In this reading exercise, the words should be properly divided into syllables and each syllable *correctly pronounced*.

Great care should be taken to avoid the error, which is found in some of our Readers, of separating final *ed* from the preceding letters, when it is not thus separated in the proper *pronunciation* of the word. Hatched (pronounced *hacht*), for example, should not be printed *hatch-ed*, nor should it be thus divided in oral spelling.

It is important to secure the correct syllabication of words and this is easy if *uniformly* insisted upon. The lazy habit of permitting scholars to divide words improperly in printing or writing, and also in reading the spelling lesson, cannot be corrected by a spasmodic effort during the *spelling* of the words; no more than miserable habits of articulation in reciting and conversing can be removed by a measured utterance, merely during the exercise of *reading*. Habit is almost everything in school training.

Do not permit your scholars to pitch their voices upon a high key and drawl out the words as if each was addressed to the distant hills. This *spelling tone* is an intolerable nuisance and ought to be abated. It is perfectly useless. Avoid, also, that other extreme—the *mumbling* of words. Each articulate letter and syllable should be enunciated clearly, in a natural, sweet, full tone.

As soon as classes can write with sufficient facility for the exercise of spelling to be conducted *by writing*, the copying of the lesson as a part of its preparation may be gradually discontinued. This should not be done, however, unless your scholars have other lessons to prepare in writing, giving them sufficient exercise with the pencil. School requirements should provide for the *fingers* as well as for the mind. The scholars in our country schools, especially, do not use the pen a tithe of the necessary amount. The mere attempt to imitate a copy daily is not sufficient. They should *use* the ability to write as it is acquired.

In the next number, I shall offer a few hints upon the assignment of lessons, the pronouncing of words, reviews, tests, etc.

Poetry.

THE ZEPHYR.

BY HARVEY RICE.

Spirit of air,
Say, whither, whither dost thou glide,
With breath of balm, on azure tide,
Viewless, yet fair!

'Tis thine to kiss
The fragrant flowers, and with a heart
That beats to music, still impart
Unspoken bliss.

At summer eve,
On gentle wing that fans my brow,
Why stoop, or like an angel, now,
Ask why I grieve?

Yet when I hear
Thy loving whisper, sweet as lute,
I think it hers, whose love is mute,
And hope and fear.

And though in vain,
I wait to hear one whisper more,
And still at Beauty's shrine adore,
Nor would refrain.

The stars are bright,
And, seraph-like, look down from heaven,
While I look up with soul that's riven,
Imploring light!

And yet I know
There smiles a star beyond the light
Of stars—invisible to sight—
The light of woe!

Editorial Department.

THE DANGER AND THE DUTY.

The new school year upon which we have just entered, will doubtless be one of more or less trial to all our educational institutions. Not only will the public mind be unusually diverted from the subject of Education, but the depression in business, and the increased taxation necessary for the support of the National Government, will beget a spirit of retrenchment which will affect all our school interests, private and public.

The immediate effects of this spirit will fall most heavily upon our Colleges, Seminaries, and other private institutions. Many of these are already encumbered with debts whose liquidation depends mainly upon pledges secured in prosperous times. From a want either of ability or good faith upon the part of the donors, many of these pledges will not be redeemed, at least for the present.

Further, the number of students in attendance will be diminished from the same causes. Many of their patrons in consequence of a more limited income or a distrust of the future, will defer the education of their children for a few months, and others, for the first time, will avail themselves of the excellent advantages afforded by many of our Public Schools. Then, too, a large number of the young men in our higher institutions of learning have already entered the army, and thousands of others will do so when needed. This falling-off in patronage will considerably embarrass all those institutions whose receipts for tuition are depended upon to pay current expenses, including teachers' salaries. Hitherto this income, owing to the ruinously low terms usually charged for tuition, has afforded only a moderate support.

Did not the number of Colleges and Seminaries in the State greatly exceed the demand, we might throw a lighter shade upon the above picture. As it is, those who have been well supported will by economy outlive the storm, others less fortunate will find themselves, we fear, among the breakers.

In our judgment, there is no necessity for any serious embarrassment. Within the past few days, there has been a cheering revival of trade. Everything seems to indicate that we have passed the *dead point* in this crisis, and that public and private confidence is being restored. The currency and credit of the West are rapidly improving under the large distribution of specie by the Government and the heavy movement in cereals and live stock. The immense consumption of woollen goods, shoes, etc., by the army, and an increase of price in cotton fabrics, have lit the fires of our manufactories and the hum of industry is again cheerful and hopeful.

Should the next general engagement result in a victory to our arms (and God grant that it may!), the face of business and industry will be lighted up with renewed faith and activity.

By reference to the School Commissioner's letter in our last issue, we learn that there will be no diminution in the public school funds during the current year and that the efficiency of our schools need not be affected. The Commissioner's suggestions upon this point to Boards of Education, are pertinent and timely. There is no necessity for a ruinous retrenchment in the management of our school interests. We do not object to a more rigid economy in our school expenditures. We can, as the Commissioner suggests, defer for a time the building of new school-houses—a heavy item in our expenses for the past eight years—and teachers' salaries, now liberal, may be adjusted to correspond with any changes in the cost of living. But the danger is that School Boards may retrench by changing disastrously the organization of their schools, by reducing seriously the number of teachers, or by employing incompetent teachers at low salaries. *Efficiency* is cheapness whether in managing schools, a manufactory or an army. To employ an incompetent school superintendent for \$800 per year, when a man of experience and ability can be secured for \$1000, is poor economy. So in the employment of teachers. A poor teacher is expensive at *any* salary.

The only duty we can suggest further belongs to our Boards of Examiners. *Raise the standard of qualifications.* There are now an unusual number of applicants for situations in our schools. The South, loving darkness rather than light, because her present deeds are evil, has sent home her Northern teachers and closed the doors of her school-houses. This has added largely to our already over supply of teachers. The temporary suspension of other forms of industry has also increased the list of new candidates for the teacher's office. These causes, will work mischief in our schools, unless checked by the judicious action of our Examiners. Send unqualified male applicants to the recruiting office. Let them pass under the inspection of a *surgeon* for a position. We believe that our country schools will be improved by an increased employment of lady teachers. At all events, let our schools have *the best*.

The great danger to which our schools will be exposed during the coming year is *hostile legislation*. The expense of the war will be seized upon as a favorable *occasion* for the enemies of our school system to attempt its mutilation. The various schemes which have been repeatedly defeated in past sessions of the Legislature will again be brought forward with more hope of success. It is true that the war levy is only *one and a half mills*—just one tenth of a mill greater than the State levy for schools,—but it is an *increase* in taxes which is sufficient to raise a cry from those who have a *motive* for it.

It is the duty of all true lovers of our institutions to see to it that the souls of our children are not despoiled to yield a fund for the maintenance of the Government in its righteous efforts to crush out this terrible rebellion. The patriotism of the State should suffer no such unworthy action.

We have some hope that recent movements will cause our next Legislature to be composed of whole-souled, patriotic, liberal-minded men. If so, all will be well. It is the duty of Educators to see that all reasonable efforts are put forth "to hold fast that which is good."

A HALF DAY WITH THE JOURNALS.

Disappointed by the non-receipt of an earnestly looked for article, we sat down this afternoon to select something valuable on practical teaching from our exchanges. We searched patiently for nearly three hours, carefully reading quite a number of articles of hopeful appearance. The result was the determination to improve the *Monthly* by our observations and the marking of a few articles for future use.

We read quite a number of instructive essays upon school management, the requisites for successful teaching, "Physical Education," the importance of certain studies, and other general professional topics. We also glanced at a large number of very cleverly written essays upon "The Undeveloped," "The Progress of Intellect," "The Literature of Power," etc. We failed to find an over supply of articles brim full of ideas and suggestions which bear directly upon the *instruction* of our schools. Of the August Journals, the *Pennsylvania School Journal* and the *Illinois Teacher* deserve notice for excellence in this particular.

Why is it that so many of the contributors to our educational periodicals, prefer to present homilies upon unimportant themes (which few will read), instead of brief, pointed articles upon those pressing duties and live issues which the teacher daily encounters? There is one test which every educational writer ought to apply to his productions. *Would I think of putting my article in the hands of any class of teachers earnestly seeking aid in the discharge of their duties?* If not, its *professional* value is not above *suspicion*. We do not read educational papers for mere entertainment.

We are determined to admit no article into the *Monthly* that will not pay perusal by a considerable class of our readers. We want a larger measure of practical articles—those that deal with the every-day duties of our teachers of all grades. Instead of homilies upon the importance of *composition writing*, we want practical suggestions in regard to the *how* of conducting the exercise, so that its value may be realized; instead of a lecture on *neatness*, we want some practical hints in regard to the proper disposition of hats and bonnets, of litter, etc. Scrapers, mats, and brooms, may not be very poetical themes, but they are eminently pleasant and profitable. In the department of practical teaching, we want point, and *freshness*. Write as you would talk to a body of teachers assembled for the purpose of being instructed. Always remember that we have but *thirty two* pages to fill each month. Use the "broad nib" of Dr. Griffin. Make your space fat with ideas. Again, be brief, pointed and practical. We need "sharp shooters." We have now a very good artillery force. We want volunteers for *infantry* service. We wish to riddle the stupid processes and dull routines which now infest our school-rooms.

We have aimed thus far to make the *Monthly* bear almost exclusively upon class *instruction*, deferring for the time being the subject of government. In our next issue, we shall commence a series of articles upon School Discipline. In the Institutes which we have recently attended, we have been, for some reason, almost uniformly requested to present this subject.

NORMAL INSTITUTES.

We are pleased to see that Institutes of four to six weeks' sessions are rapidly gaining in popular favor. In a session of four or five days, but little can be done towards improving the *scholarship* of teachers. A six weeks' session affords an opportunity for reviewing the elementary branches, and, also, for acquiring a practical knowledge of teaching by daily witnessing class drills and exercises, conducted by skilful instructors. Very many of our teachers who have not the means or the time to spend a few months at school, avail themselves of the advantages of the Normal Institute with great personal profit.

We are also pleased to notice in these Institutes more of *drill* and less of *lecturing*. Classes are organized and regular lessons assigned. The students are obliged to study as well as listen. This is as it should be, for the very first requisite in successful teaching is good *scholarship*. At the same time, lectures have their value and should not be discarded. One practical lecture a day, for four weeks, would be of great service to young teachers.

We would urge upon educators throughout the State, the importance of holding at least one Institute annually in each county. They can usually be made self-sustaining. Most of the Institutes held during the present year have received no aid from the County Commissioners.

Three instructors make an efficient corps, and a tuition charge of \$2 to \$5, affords an ample fund in the more populous counties. They are usually held in school rooms, already furnished, and are attended with very little expense, save for instruction.

We add brief notices of the Institutes referred to in our last issue.

LEBANON.—We learn that over one hundred teachers were in attendance and that the Institute was otherwise a success. Mr. Royce taught two classes the Free Gymnastics, one of students, numbering eighty-nine, and another of citizens, forty in number. Resolutions passed by the students, and information otherwise received, attest Mr. Royce's skill and success. We lost the pleasure of attending the Institute through a mistake as to the time of its closing.

HOPEDALE.—We spent a little over half a day at this Institute, during the last week of the session. We found about sixty teachers in attendance. Special instruction in Elocution, Natural History, Inventive Drawing and Gymnastics, was added to the review of the usual branches of study. We heard an excellent lecture from Prof. Mosblech, of Bethany College, Va., on "Insects." Specimens were distributed for examination. Excursions to the fields for research and study formed a very interesting and valuable feature of his course of lessons in Natural History.

We also witnessed Mr. Royce's drill in *Lewis' New Gymnastics*. After witnessing the exhibition at Elyria, we were anxious to see a class drilled in the school room, for the practical value of any system of physical training for our schools is best tested by actual experiment. Our observations strengthened the very favorable opinion of the system which we already entertained. We unhesitatingly commend the system. The drill was admirably conducted.

CANAL DOVER.—There were upwards of sixty teachers in attendance. We labored in the Institute the most of one day and were well pleased with its management. A thorough drill in the common branches was the principal feature. To this was added a course of familiar lectures upon Teaching and Government by Mr. Welty, and special instruction in Elocution by Mr. Hammel. This Institute has been held annually for years, and with increasing success. Mr. Welty, of New Philadelphia, Mr. Walling, of Canal Dover, and Mr. Warford, of Uricks-ville, are *live* men. Their influence upon the schools of the county is salutary. The school building at New Philadelphia is commodious; the grounds ample and well laid out. Through the assistance of Messrs. Welty and Walling, we received *twenty-five* subscribers for the *Monthly*, every teacher in the Union Schools of New Philadelphia being among the number. Through Mr. Walling, of the Board of Examiners, we expect our list will be largely increased.

PUTNAM.—We spent one day in *looking on*. About sixty teachers in attendance—a fine class. Messrs. Chandler, Stoughton and Hill, regular instructors. Mr. Leggett lecturer upon School Government, Teaching, etc. Tuition \$5, per scholar. Thorough class drills in the common branches.

URBANA.—The Champaign County Normal School may be regarded as a fixed fact so long as Mr. Deuel remains at Urbana. No teacher in Ohio has a larger influence in his own county than A. C. Deuel. He has talent, zeal and *pluck*. One such worker in every county in the State would tell upon the efficiency of our School System.

Eighty wide-awake, spirited teachers were in attendance. We labored in the Institute the last day of the session. Resolutions highly complimentary to Mr. Deuel were passed, and a similar school next year unanimously requested. We received *twenty-seven* subscribers.

BELLEFONTAINE.—As this was the first effort to organize a Normal Class in Logan County, the attendance was small. We assisted Mr. Lowrie one day and left very favorably impressed with the work he is accomplishing.

ELYRIA.—We learn that this first Normal Institute in old Lorain was a complete success—over sixty teachers being in attendance. Resolutions signed by every member of the school evince great satisfaction with the effort, and earnestly request Dr. Catlin to organize a similar school next year. A permanent Institute has since been formed and officered, with the design of holding two sessions each year.

Dr. Catlin has sent us the names of twenty subscribers with the assurance that we may expect "*fifty* in due time."

McCONELSVILLE.—We have received a very favorable report of this School—the first of the kind held in Morgan County. Thirty six teachers were in attendance, all of whom received certificates at the close of the term. The *Enquirer* encourages its continuance, and we earnestly hope that Mr. Bogle will follow up this success with earnest efforts for the elevation of his profession.

The Cuyahoga Co. Institute will meet at Solon on the 16th inst. The session will continue five days. We hope to comply with an invitation to be present.

A Teachers' Institute will be held in Akron during the week commencing Oct. 28.—I. P. Hole, Dr. A. D. Lord, and E. E. White, instructors.

THE AMERICAN INSTITUTE.—The thirty-second anniversary of this Association, held at Brattleboro, Vermont, on the 21st, 22d, and 23d days of August, was largely attended. The lectures and discussions were of a high order. The opening address was delivered by Hon. Anson Smyth, School Commissioner, on "*Christian Culture in Public Schools.*" By an unanimous vote of the Institute, a copy of the address was requested for publication. This compliment to our worthy associate is also an honor to the profession in Ohio.

The American Institute is the oldest and most learned of all our Educational Associations. It has met annually for more than thirty years with increasing interest and success.

NEBRASKA.—Hon. Wm. E. Harvey, School Commissioner of Nebraska, recently honored us with a call. He speaks very encouragingly of the educational interests of that young territory. Very great progress has been made during the past year in organizing school districts, building school houses, etc.

The excellent School Law of *Ohio*, slightly changed to adapt it to a sparsely settled country, has been selected by the Legislature and made the "School Law of Nebraska." The Commissioner's Second Annual Report, a copy of which is before us, contains the Statute, as familiar as "Webster's Speller." Nebraska will have good schools. Success to the good cause!

LEWIS' NORMAL INSTITUTE OF PHYSICAL EDUCATION.—The first commencement exercises of this Institution, were held on the 5th inst. The exercises consisted of an address by Dr. Lewis, on the "*History and Purposes of the Institute,*" exercises by the graduating class with clubs, wands, dumb-bells, rings, and bags, addresses by members of the class, music, etc. The class was composed of about an equal number of gentlemen and ladies.

We record with pleasure every evidence of the permanency and success of this great movement inaugurated by Dr. Lewis. We hope its influence may be wide and salutary.

PERSONAL.—George H. Howison has been elected Superintendent of the Public Schools of Harmar; George K. Ormsby, Superintendent of the Xenia Schools; Seymour A. Cornell, Principal of the Perrysburgh Union School; and Mr. Travis, Superintendent of the Public Schools of Athens, in place of Mr. Doan, resigned.

John McClenahan, late efficient Principal of Cambridge Union School, has been commissioned Captain of Company A., 15th Regiment.

Hon. J. A. Garfield, Principal of W. R. Eclectic Institute, has been appointed Colonel of the 42nd Regiment, and is now at Camp Chase.

We deeply regret to learn that Col. Lorin Andrews is lying dangerously ill of typhoid fever at his home in Gambier. We hope soon to hear of his recovery.

ENLISTED.—Our last compositor enters the 18th regiment, at Camp Thomas, to-morrow (Sept. 14). If he handles his musket as well as he has his "stick," some rebel will get "*leaded.*"

CORRECTION.—There are *five* grades in the Columbus Schools, instead of eight or nine, as we stated in our last issue. We regret the error.

QUERY.—Do any of our subscribers owe us? We want a *substantial* response.

MANUAL EXERCISES.—The teachers of the lower grades of our schools need frequently to introduce exercises which will afford physical relief to their pupils, promote their health and make discipline more easy. We copy two sets of such exercises from the Connecticut *Common School Journal*. The teacher calls the number. In all such drills, precision, promptness and life are indispensable.


SET No. 1.

1. Sit erect.
2. Fold arms.
3. Extend right hand.
4. Extend left hand.
5. Extend both hands, in front.
6. Clap three times.
7. Place right hand on head.
8. Place left hand on head.
9. Raise both hands perpendicularly.
10. Clap twice.
11. All rise—without noise.
12. All face the north.
13. All face the east.
14. All face the south.
15. All face the west.
16. All sit, quietly.
17. All take slates (or books), without noise.

SET. No. 2.

1. Hands clasped and resting on edge of the desk.
2. Sitting erect, arms folded.
3. Arms folded behind.
4. Ends of fingers resting on shoulder.
5. Fingers meet on top of the head.
6. Palms of the hands meet above the head, with one clap.
7. Arms folded on the desk, head resting on them.
8. Arms akimbo, hands on the hips, fingers towards each other.
9. Right hand extending, left hand on the hip.
10. Reverse the preceding.
11. Both hands extended horizontally.
12. From the 11th position, hands brought up perpendicularly, fingers shaking.
13. Soft part of the ends of the fingers tapping on the desk, imitating the sound of rain.
14. Hands twirling one over the other, then brought suddenly to the desk with a noise.
15. Right hand extended, left hand on breast.
16. Reverse the preceding.
17. Both hands crossed on breast.
18. Arms extended forcibly and carried back.
19. All rise.
20. All sit.
21. Assume a devotional posture—hands on the face, and head bending upon the desk.
22. Study lessons.

POSTPONED.—An announcement of the remittances of our agents—too small at present—and the promised table of salaries. By waiting one month more we hope to present a complete statement.

 The following beautiful Ode, written by W. A. C. Converse, Esq., Principal of the Toledo High School, was sung at the commencement exercises of that Institution. It is very appropriate for schools.

GOD BLESS OUR SCHOOLS.

TUNE—*God Save the King.*

I

God bless our common schools,
Their pupils, teachers bless,
Be this our prayer—
Where e'er throughout the land,
From lakes to ocean strand,
Our growing States expand,
O plant them there.

II

God bless our common schools—
Should foes against them rise
Defend them then,

Make them to honor thee,
And may they ever be
Safeguards of liberty,
Nurseries of men.

III

God bless our common schools,
The throngs of pupils bless
As on they move,
And as they issue forth,
Let them be men of worth—
The working ones of earth—
Their rest above.

Book Notices.

GREENLEAF'S SERIES OF ARITHMETICS. Published by J. H. Riley and T. C. Bowles, Columbus, Ohio.

Greenleaf's National Arithmetic has been in use for twenty five years. Its great popularity led the Author to expand it into a series consisting of four works, called Primary, Intellectual, Common School and Higher. The fact that this series has so long stood the test of actual use, increasing in favor as it has passed through its several editions, is a strong evidence of intrinsic merits. Its general use in New England has only been paralleled by the wide circulation of Ray's Arithmetics in the West. Nor is the use of Greenleaf's Arithmetics confined to New England. They have followed New England teachers everywhere, and may with propriety be called a national series.

They are characterized by exact definitions, concise rules, and lucid explanations. The arrangement is natural and progressive, and the problems well adapted to impart a practical knowledge of numbers and, at the same time, secure mental discipline.

SCHOOL HISTORY OF ENGLAND. By A. B. Berard. Published by A. S. Barnes & Burr, New York.

We are told in the Author's brief and sensible preface, that the design of this volume is "to combine a history of the social life of the English people with that of the civil and military transactions of the realm." This announcement at once commended the book to our favorable regard. Our examination and space are both too limited for an opinion upon the merits of the work.

Official Department.

"OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, October 1, 1861.

In this number of the *Monthly*, I wish to address the boards of Local Directors throughout the State.

The office of Local Director is esteemed by many as very humble; and there are not a few of our citizens who look upon it as unworthy of their acceptance. The territory over which each board exercises authority, is exceedingly limited, frequently embracing not more than the tenth part of a township. Such boards have no corporate powers, and practically they are little more than temporary legal committees in sub-districts. The law provides no payment for their services, and in many cases the remuneration of thanks, even, is withholden from them.

But humble and profitless to the holder as this office may be, it is nevertheless one of unspeakable importance; one in which the present and prospective interests of the State are most seriously involved, and one which demands a good degree of business capacity and the most conscientious fidelity. The thirty thousand Local Directors in Ohio have the employment of all the teachers and the direct care and supervision of all the schools of the State that are organized under our general school law. If faithful to the trust committed to their charge, our schools will rarely fail to work out results most beneficial to individuals, and to every public interest. The two million dollars expended in the payment of teachers' salaries will prove a wise and profitable investment. But if our Local Directors do not appreciate their office and wisely perform their duties, in vain will it be that the people pay this vast amount for the support of schools, and vain will be all the expectations which have been centered in our school system.

These considerations lead me to offer words of respectful counsel to those whom I now address:

1. *You should employ no teachers who have not, at the time of their employment, legal certificates of the required qualifications.* The disregard of the requirement of the statute in this particular, has been the cause of numerous difficulties and of great damage to school interests. Section 45 of the law is definite and decided on the subject, and I know of no sufficient reasons for violating this necessary and just rule. The first question which you should put to applicants for positions in your schools is, *Have you a legal certificate of qualifications?* If in any case a negative answer shall be given to this inquiry, the applicant should be summarily rejected; for if he is so ignorant as not to know that it is improper for him to apply for employment before he can furnish you the required evidence of his worthiness

of your confidence, he is not fit for the position which he seeks. It is high time that this kind of ignorance should be no longer winked at. But if the applicant *knows* that you are forbidden to employ one who has not at the time a legal certificate, he virtually solicits you to commit the crime of perjury, since he is aware that you have taken a solemn oath not to do that which he would tempt you to do. In many instances teachers have been employed and have taught for weeks previous to their examination; and when the day of trial came have failed to receive certificates; or have by indulgent Examiners been suffered to pass, simply because trouble would thus be avoided, and not because they were qualified to teach. It should be remembered by all parties concerned that township clerks have no legal right to draw orders in payment of teachers for time not covered by certificates of qualifications, granted by lawful Examiners.

2. When teachers are employed, *written contracts should be entered into between the contracting parties*. A convenient form of agreement may be found on page 90 of the edition of School Laws published in 1858. By this course misunderstandings and litigations will be avoided. Hundreds of letters have come to this office, asking advice in cases of difficulty which have arisen from diverse interpretations of unwritten agreements between directors and teachers. If teachers are hired by the month, the number of days to be included in one month should be specified.

3. It should never be forgotten that teachers should be employed *only by the action of all the local directors*. That is, all the members should be notified of meetings to be held for the purpose of employing teachers, and the action had should be duly recorded. If two of the directors happen to meet, they have no right to transact official business. A mere wayside meeting is not what the law contemplates, or allows. See the opinion of Judge Bishop, in the Cuyahoga Common Pleas, February term 1860; published in the June number of the Ohio Educational *Monthly*, for that year.

4. Within a few weeks, teachers will be employed for nearly all the sub-district schools in the State. I suggest that in all practicable cases, *the same teacher be employed for both the winter and the summer school*. I am aware that there are sub-districts in which this course can not be pursued. But the advantages of a permanent teacher are so many and great that I am exceedingly desirous that the popular practice of frequent changes should cease, in all possible cases. These advantages are so apparent to all who reflect upon the subject as to need no definite statement. It is a practice in some portions of the State to employ men, exclusively, to teach the winter schools; and women, the summer schools. There may be instances in which this course is proper and necessary; but as a *general rule* it is neither proper nor necessary.

5. Please remember that *the best qualified teachers are, in the end, the cheapest; and that incompetent teachers always cost more than they are worth*. The few additional dollars per month requisite to secure the services of a thoroughly qualified instructor of your children, are most profitably invested.

Most Respectfully;

ANSON SMYTH, Commissioner.

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CLASS DRILL IN ORAL SPELLING.

BY THE EDITOR.

In the last number of the *Monthly*, I presented a few suggestions upon the preparation of the spelling lesson by the scholar. I now propose to offer a few hints on the work of the teacher.

In teaching spelling, *always have a high standard*. As a general rule, teachers of spelling assign too many words for a lesson. No more words should be assigned than a scholar can fully master with reasonable diligence. Instead of being able to spell *most* of the words pronounced, he should spell *every* word with accuracy and certainty. This should be the standard. Anything less than this is evidence of a want of thoroughness. If scholars know they can miss *one* word creditably they will care less about missing two or even more. I have known teachers to fix their standard even lower than one word, looking upon two or three failures in *twice* as many trials as very creditable spelling. Indeed, many teachers have no standard at all. I am aware that perfect accuracy cannot be secured in classes composed of scholars of unequal attainments. A few failures may be made to occur. Still this fact does not make the standard a nominal one. Perfect accuracy is the aim of the scholar; for this he studies. Even one failure disappoints and nerves him to the effort "to do better."

In addition to the requirement of accuracy, the teacher *should secure the spelling of every word* before the scholar is released from the task. This may be done in various ways. The failures

may be reviewed at the close of the lesson or at a given time, subsequently; scholars may be required to remember every failure and write the words missed upon the black-board. These words may be kept upon the board, spelled daily, and finally all reviewed weekly or monthly, or both. This can easily be done, if very few failures occur, and in well drilled classes this will always be secured. Interest your scholars in spelling; be interested yourself; abhor poor spelling; set your face against it; and good spelling will crown your efforts.

Permit but one trial on a word. The once very common error of permitting scholars — especially young scholars — to try a *second* time, before regarding their efforts a failure, is even more ruinous in its influence, than a low standard in regard to the number of words missed. If a scholar cannot spell a word correctly the first time, he does not *know* its orthography. A success or a failure after that is the result of mere guessing. It is true that correct spelling on the first trial may be a lucky guess. The skilful teacher, however, will soon learn to detect a *doubt* and give the scholar the benefit of a second guess which may not prove so fortunate.

I need not condemn the pernicious habit of helping scholars through a word by shakes and nods of the head, by approving smiles and telling frowns, and all that sort of folly. Such conduct is a *vice* in the school-room and deserves execration. The teacher guilty of it ought to be summarily expelled as a nuisance. And yet, I have seen teachers of small children go even farther than this, by actually articulating the letters. I now recall one or two instances of examining a class with the teacher at my back trying to *telegraph* what she had been accustomed to communicate with less trouble!

The practice of permitting scholars to assist each other by signs, whispering, etc., makes the spelling exercise a farce and a mockery. If this is done by the scholar adroitly and deceitfully, it becomes an abomination. Such an exercise might very properly be called a *lesson in lying by means of spelling*. A drill in spelling should throw a scholar upon his own knowledge and resources, completely and thoroughly. There should be no guessing or assisting.

Try to make scholars miss. The custom of pronouncing all the

words of a spelling lesson *in order* and each word but *once*, is a dull and almost useless routine. One object of a spelling exercise is to fix the exact orthography of words in the memory; to "set" the impressions received during study.

Now the orthography of most English words is *natural* or easy; other words are spelt *artificially*, and are known as difficult words. The orthography of the word *men*, for example, is natural, and is remembered without special effort; the word *mien* on the contrary is artificial and is liable to be misspelled. These difficult words in each lesson should receive the most attention. They should be pronounced and repronounced and in such a manner as to make each scholar *know he is right*. The habit of saying *next*, only when a word is missed, and always pronouncing another word as soon as the last is spelled correctly, should be avoided. This is an assistance to the scholar and destroys self-reliance. He knows from the last scholar's spelling how *not* to spell the word and is thus assisted to spell it correctly.

Words whether spelled correctly or incorrectly should often be passed to other scholars and *always in such a manner as to prevent one scholar's depending upon the spelling of another*. I regard this an important suggestion. The best teacher of oral spelling I have ever known, was very skilful in this direction. "Next" simply passed the word to another for his spelling, and neither the tone nor countenance of the teacher gave a trace of a decision as to the last scholar's effort. Indeed the "evidences" were very liable to mislead the dependent scholar. Her spelling classes were always wide awake and attentive; for while her scholars generally spelled "by turn," the exceptions were so numerous that each member of the class was obliged to spell, mentally at least, every word. No one really knew to whom a word was coming for a second trial. It was very likely to fall just where it was least expected. She pronounced the words rapidly and the spelling was instantaneous, if at all. In a few weeks, she established among a class of careless, guessing, uncertain, blundering spellers, habits of accuracy and certainty. Her scholars did not use each other for *crutches*. She tried to make her scholars miss, and when she could not succeed, she called the exercise "a good recitation."

Pronounce the words correctly. There are two very common errors in pronouncing words. One consists in giving a wrong

vowel sound in unaccented syllables. This is sometimes done humanely (?) to keep scholars from missing. The word *grammar*, for example, is pronounced, without accent, gram-mar; edible, ed-i-ble; vanity, van-i-ty; syllable, syl-la-ble, etc. Unless a scholar is *deaf*, never repeat a syllable by itself.

The other error is the opposite of this and consists in *mumbling* all unaccented syllables, omitting consonant elements and reducing all short vowels to an obscure short u or i. The word *excellent*, for example, is pronounced *ex-sul-unt*; government, *gov-ur-munt*; separate, *sep-rit*, etc. It is true that the vowels have alike the sound of short u in many words. In other words, however, equally if not more numerous, each of these vowels has its *own* short sound, though obscure. The voice should certainly mark the difference between these short vowels in unaccented syllables, whenever such difference exists.

Every word should be pronounced in a spelling exercise precisely as it would be spoken in *distinct, slow reading*. The voice should be natural. Avoid the "spelling tone."

Secure the correct pronunciation of each syllable. I urged the importance of correct syllabication in my suggestions upon the reading of the spelling lesson; but there are two common errors in oral spelling which deserve special notice.

I find very few classes taught to pronounce the first syllable of such words as *away*, *afraid*, *enough*, *Italian*, etc., or the last syllable of *pity*, *lily*, *many*, *shadowy*, etc. In spelling the first class of these words, neither syllable is pronounced. In speaking these words, what element represents the single vowel? This sound should be given as the pronunciation of the syllable in spelling.

It is also quite common to permit scholars to pronounce syllables incorrectly. The third syllable of *hypocrisy*, for example, is pronounced as a *syllable* with *i* long, but as a part of the *word* with *i* short. Now each syllable should be pronounced by itself precisely as when the whole word is spoken.

Review often and advance slowly. The practice of taking classes half through a speller every term is a great mistake. The mere fact that a class can spell all the words of a lesson, the next minute after closing the book, is no evidence the same can be done in one week, one day, or even in one hour. But the true value of a spelling exercise depends upon the *permanency* of its influence.

If lesson after lesson is assigned, spelled, left, and *forgotten*, the exercise is in a measure profitless. The orthography of words can only be fixed in the memory by constant and persistent reviews. The difficult words of the preceding lesson or lessons should be brought up daily. Nor is this enough. Let every fifth exercise be a review of the last four.

The plan of examining classes upon every ten lessons of the speller before permitting them to advance, is a good one. The test should be thorough and searching. At least, *ninety-five* per cent. of the words pronounced should be spelled correctly as a condition of advancement. If a perfect standard is insisted upon in each daily exercise, not more than five per cent. of the difficult words of ten lessons should be missed in an oral test or examination. Proceed with the next ten lessons in the same manner. Review and examine. Then review the preceding ten lessons and examine the class on the *twenty* lessons. Then advance ten more lessons, reviewing and examining as before. Drill, *drill*, DRILL.

THE TEACHING OF FOREIGN LANGUAGES.

BY THEODORE E. SULIOT, A. M.

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NO. III.

Then arose on the philological horizon that eccentric luminary, Jacotot, of Louvain, the founder of the system that bears his name.

Armed with Telemachus as a text-book, and with his celebrated axiom that "all is in all," he proclaimed that, in order to learn a language, or any other subject, all we have to do is to learn some book thoroughly and refer every thing else to it; for in it we may discover the latent elements of all knowledge.

I never saw his system in operation; my conceptions of it are formed only from books; therefore, I may misrepresent; still we are informed that the teaching began very much after the fashion of the venerable nursery lyric, "The house that Jack built" — a classical poem very familiar to every true born English child; but perhaps unknown to the sturdy sons and daughters of this

trans-atlantic Republic. Let us suppose English the language to be taught, and an English translation of Telemachus the text-book from which, as from a well-stocked armory, the learner is to draw all his weapons to master the enemy, viz. English :

Teacher—Calypso. *Class*—Calypso. *Teacher*—Calypso could. *Class*—Calypso could. *Teacher*—Calypso could not. *Class*—Calypso could not. *Teacher*—Calypso could not be comforted. *Class*—Calypso could not be comforted. *Teacher*—Calypso could not be comforted after the departure. *Class*—Calypso could not be comforted after the departure. *Teacher*—Calypso could not be comforted after the departure of Ulysses. *Class*—Calypso could not be comforted after the departure of Ulysses.

The class afterwards repeat the same without the teacher.

This endless committal and repetition of each sentence was interspersed with frequent revisals, analytical exercises, etc., devised by a man of real talent and genius ; but still the main object, which was never lost sight of for one moment, was to commit thoroughly, perfectly to master Telemachus. The book was to serve as a well-furnished store-house, where the learner was to find all the words and phrases and ideas which he should ever require in order to understand, write and speak English. His success was prodigious so long as the application of the method continued in his own hands or those of men animated with his own enthusiastic spirit. So true it is that whatever hobby men take up, provided only they have faith in it, it will work wonders in their hands, though it may prove quite inefficient in the hands of mere imitators. All quacks are not necessarily impostors. Jacotot was a firm believer in himself and in the Jacotot system. That was the secret of his success.

Jacotot tells us that the essence of his system is continually to compare what we do know with what we do not know ; but in order to be able to do that well and effectually, we must know something perfectly. The pupil is continually asked what have you observed ? what do you know ? The teacher should put in but little of his own ; his true office is to help his pupils to compare and to discover. He questions them continually on the facts. Their answers must be taken literally from the model or text-book. Neither are any questions to be asked but such as are contained in what the pupils already know. The elements of the question and

of the answer may be scattered in different parts of the book ; but it is the business of memory to recall and collect them. The questions of the teacher must compel the pupil to observe, to reflect, to generalize. Every expression in his oral and written exercises must be verified by analogous expressions in the text.

Once more, learn something thoroughly and refer to this every thing else. Compare and verify—that is Jacotot's system.

About the same time, a Frenchman, named Dufief, published in two thick 8vo volumes a work entitled, "Nature Displayed in Her Mode of Teaching French." Discarding grammar as an indispensable introduction to the study of language, he makes the scholars learn and repeat in chorus sentences grouped into sections, and intended to exhibit the principal component parts of the language.

I knew him well. I was then finishing my studies in the University of Glasgow, and supporting myself by teaching. I assisted him in experimenting on a class of sixty boys from the Grammar School, who had been granted to us for that purpose by the Town Council. At the same time, Sheridan Knowles, the celebrated author of *Virginius*, *William Tell*, and other beautiful dramas, but, at that time known only as a teacher of elocution, trained them, in like manner, to declaim simultaneously in a very musical and pleasing manner. They learned fast and well, and after a few weeks' drilling we had an exhibition in the Town Hall.

The hall was crowded with all the aristocracy of rank, wealth, beauty and learning in the town. Mr. Dufief, with a horrible French accent and a superabundance of gesticulation, read a speech in support of his method. Then we put the boys through their French recitations. After that, your humble correspondent, with a face alternating (I was told afterward) between ghostly paleness and the rich blush of the full blown peony, spoke a neat speech (so said the newspaper reporters), in defense of the philosophy of Mr. Dufief's theory.

Next Sheridan Knowles came forward and made the boys declaim, singly and in chorus, some popular pieces: the *Soldier's Dream*, the *Battle of Hohenlinden*, &c., and concluded with a grand display of glowing oratory which called forth thunders of applause, waving of perfumed cambric handkerchiefs, etc., etc. Observe that in England audiences are usually more demonstrative than in America.

Altogether the exhibition was highly successful. But, after all, the method did not take. The book was too expensive; it wanted method and condensation; and the learning of long strings of detached sentences, day after day, wore out, sooner or later, the patience of the most determined students.

Still, the lesson was not lost upon me. I was then young and inexperienced. It was good for me to see that a language may be learned, not from a generalized abstract of its laws, called a grammar, but from itself, from properly graduated sentences, rising from the simplest and most elementary forms to more complicated combinations.

The objection to Locke's method of interlinear literal translations as being too mechanical, is removed by a very important modification, first brought into notice, I believe, by a teacher of English in Paris, Mr. Robertson, and called after him the Robertsonian method.

This method happily combines the principles of Locke's and Jacotot's. It embodies the fundamental idea of both, viz: that the knowledge of the grammar is to be deduced from that of the language, but that the language is best learned from itself.

The teacher takes a short passage, some simple and interesting narrative or description, and writes on the black-board, with such help as the class can afford, a perfectly literal translation. The scholars repeat, first simultaneously, then individually, the original text and translation. They are drilled in this exercise and examined until they have completely mastered the whole passage, and can translate either the French into English, or the English into French, *by the ear*, without looking at the board.

Next, the teacher combines the phrases of the text in every possible variety, shaping them into questions both in French and English, which the pupils are to answer in the same language in which the question was put.

On these and the original text, is engrafted all the grammatical knowledge which the passage is capable of affording.

The second part of the course is devoted to a more systematic analysis of the language, its difficulties and peculiarities, with numerous progressive exercises for home practice, and concludes with a short synopsis of the grammar of the language.

Robertson, in his lessons, laid great stress on frequent repetitions

and revisals, on a continual treading over, as it were, of the same ground. He trained his pupils to relate anecdotes as a kind of extempore composition, some occurrence of the day, some point of history, of morality, some scientific fact, whatever, in short, might be made the subject of a narrative — of an improvisation.

MANNER OF SPEAKING IN RECITATION.

BY ROBERT ALLYN, LL. D.

In the practical work of the school-room, do not teachers place too high an estimate on the lessons given to be learned, and too low an estimate on the manner of reciting those lessons? In other words do they not allow their pupils to mispronounce words, to violate the simplest canons of grammar, to slur over whole syllables in words, and clauses in sentences, and, finally, to speak in low, indistinct, confused and jumbling tones, as slovenly and unscholarly a practice and habit as a human being can fall into?

Consider. Is it not one of the grand distinctions between a human being and a brute, that the first can make articulate sounds, while the latter cannot? A bird can articulate, though commonly only musical notes, and these in a range of combination far from infinite. A few birds can articulate words to a very limited extent, but without any comprehension of their meaning. But human beings can articulate; and the fact forms the basis of one of the most excellent and appropriate of all the Homeric epithets — “articulately-speaking men.” It is therefore a man’s business to *articulate*, or *bring forth the joints of words* (*articulum latum*). And if the old Spartan common sense king is still to be our adviser, boys should learn how to do this process of articulation. But are not our recitations too often places where they learn the exact opposite, “how not to do it?” Out upon this miserable practice of slurring over the words of a lesson, and allowing pupils to recite so brutishly! Let them bring out every word clearly and decidedly, not only so a teacher while looking on his book can guess what they are saying, but so that a person sitting at the farther side of the room could not misunderstand them,—in short, so that he would be obliged to hear and know what the whole subject recited is, even if he was more than half inclined to sleep.

This is a point which ought to be emphasized in all our school works, and that for many and excellent reasons.

1. Clear speech is a great auxiliary to clearness in idea. Let a boy speak indistinctly, and you may be certain that he will soon fall into the practice of thinking even more indistinctly and confusedly. Let a word ring out sharply, forcibly on the ear, and it makes a strong, sharp and impressive image on the mind of the hearer. So let the organs be compelled, by a strong and decided act of the will, to make a sharply defined, ringing, articulately uttered sound in the shape of a word, and the man who makes such a sound will, by the force of his own nature, be obliged to think accurately beforehand. And what can better prepare him to "think with accuracy and order," than thus to learn to speak with accuracy and order? I do not now mean to place words in their proper logical and grammatical order. I only allude to the proper sound of each letter of every word, and I affirm that the proper and distinct utterance of each of these letters, with the pue weight and sound, or, if you please, the preparation of the mind and will which must necessarily precede the action of the organs of speech by which this utterance is made, does contribute largely both to clearness of conception and to accuracy and duration of memory. To take an example: Let us suppose a child to be reciting in geography. The teacher asks him to "bound Ohio," with the map before him; or at another time without the map. The child looks on the map hastily and begins, in words and sounds that are not at all caricatured by the following: "B'nd' North b' Lakerie, Eas' b' P'nsylvania an' Vi'giny, Sou' by K'ntucky an' Wes' by Indiany." (To make this a perfectly true representation, the letters ought to be run into words as follows, viz: bnddonthenorblakeri, Easbpensylvanyanviginy, Soubykentuckyanwesbyindiany.) Now, is it possible to obtain any clear idea whatever from hearing such a jumble of confused and confusing letters? And is it not even worse for the one who makes the jumble habitually and stupidly? Can he ever know what he is about? And is there a worse practice—even if it does not harden into a habit—than this rascally, lazy way of running all words and syllables and letters into one dull, cold mass of indistinguishable literary mud?

Fellow teachers! do insist that your scholars shall speak articulately. In the case before named, do compel them to give to each word and letter its due force. Let them say—beginning at the beginning of the answer—"Ohio is bounded on the North by Lake Erie," etc., etc. And when they are able to say all this, must they not understand it better than if they had merely mumbled something with a sputter and a hiss, with a grunt and a hiccough.

2. But clear and definite ideas—important as they are—do not form the whole advantage to be expected from this habit of clear enunciation or articulation. It will train the organs to the

habit of doing every sound well, and will tend therefore to introduce into all other work done, the same orderly and excellent habits. The habit of doing one thing well can not fail to make its impress on the whole character, and on the habit of doing every other thing. And the very form and manner of our speaking must, inasmuch as it connects itself with everything we do in public, and with almost of all we think in private, have a still greater influence on everything else.

3. Then what an elegant accomplishment is it to speak well. Mr. Everett—perhaps the best speaker of the English language both in public and private—once said if his daughter could have but one of two things, a habit of correct reading, or grace in playing the pianoforte, he would much prefer that she should speak and read correctly and gracefully the English language, than to have her an accomplished singer and performer on the pianoforte, And he certainly did not over-estimate the accomplishment of which this article treats. But one can never learn to speak well, that is to pronounce the letters properly, with distinctness and grace, in the national and not in a provincial manner, and to give due emphasis and force to every word and idea, unless he does this, not occasionally merely, but always and everywhere. He must speak carefully in his conversation in the family, on the street, in the social circle, and especially in the recitation room. And if the teacher permits the scholar to go over his recitations in a careless manner, as to the mere sounds of letters and tones of voice, he is doing a great injury, first to his scholarly habits, and second, and even worse, though indirectly, to his moral and social character and habits.

Let every teacher, therefore, who would do his whole duty, and who would have that whole duty become both larger and easier every day, give much of his attention to this matter of correct and distinct, clear and forcible utterance; let him insist that each pupil shall make every word and letter a living voice, like the song of the blue-bird in spring, and not confused and unintelligible murmurs, like the rush of water after a winter torrent. And let him not forget that this accuracy and distinctness is not a beauty merely: it is a necessity as well as a grace, and is really the finishing polish of all noble scholarship.

It must, however, be carefully distinguished from a kind of pedantic and measured formality in speech, that seems to measure off letters and words and sentences by the yard, and count the yards as a dry-goods clerk measures off calico. Nothing is more ludicrous, and often disgusting, than the formality of the mere scholar, who must at all times and on all subjects, speak as if he had been brought up on the long words and sonorous sentences of Dr. Johnson, and could not talk in any other way than on stilts. Such an one was the Professor in an eastern college, who once fell over-

board from a boat, and exclaimed as he rose: "Will—not—some—individual—person—have—the—condescension—to—extend—to—me—a—rope." Now, I do not mean anything of this sort. I only mean that we teachers ought to compel our pupils to speak with an accuracy and a grace, that shall seem natural, and at the same time that shall be forcible and convey every idea and sound clearly, and without pedantry. This must be attended to in the recitation room and in the play ground, at school and at home. And if we can make our scholars accurate in the language they employ, we shall have done much to make them both polite and honest—two things not inconsistent, but almost mutually dependent and inseparable.—*R. I. Schoolmaster.*

THE SPELLING BOOK.

BY THE EDITOR.

The use of the spelling book as a means of teaching spelling, is strongly condemned by many teachers. Others cling with great zeal and pertinacity to this venerable school book, and earnestly advocate its claims. My own opinion is that the spelling book should be used and that it should not be used—its use or non-use depending entirely upon the age and advancement of the scholars to be taught. My observations justify the remark, however, that the exclusive use of the spelling book for the purposes of spelling is a greater mistake than its entire abandonment.

It has been my practice to defer the introduction of the speller until classes have completed the Second Reader. Previous to this, the words of the reading lesson have been used for spelling, and I think with great advantage. For this purpose, the words should be selected from the *text*. The practice which I find is quite common, of pronouncing only the words in columns at the head of the reading lesson or those in the text designated by some mark, is objectionable. It is true that in some series of readers *all* new words are placed at the head of the lesson in which they occur. The scholar, however, needs to spell the words most commonly used *many times*. If words are selected from the paragraphs to be read, such, which, their, there, until, till, o'er, meant, scene, seen, brief, lily, pity, pretty, primer, summit, etc. will come up

daily, and their orthography become familiar. Then, too, in searching through the text for the words he will be most liable to miss, the scholar acquires the habit of noticing carefully the *appearance* of words—the very habit that makes a proof reader a good speller.

I know of no better mode of securing the careful study of the reading lesson, than *to precede every exercise in reading by one in spelling*—all the new or difficult words being spelled and carefully pronounced. If the scholar is required to select those words he deems most liable to be missed, and print or write them, the value of the exercise will be much increased. Upon the assembling of the class, the words selected should be rapidly read by each scholar. The advantage of placing the spelling exercise *before* the reading must be obvious.

With the Third Reader, I have usually introduced the speller, but not for exclusive use. It is simply added for a separate exercise, since it affords new facilities for class drill. The same attention should be given to the spelling of the words in the reading lesson as before. Indeed, spelling should go hand in hand with reading, all through the scholar's progress. The ability to spell all the words in each reading lesson, should be insisted upon as a condition for advancement to another lesson.

I have long felt that the *meaning of words* is sadly neglected in our schools. Words are only valuable as "signs of ideas." A child should be accustomed to enquire of every new word he meets, "What does it mean?" This a child will naturally do unless the desire to know the meaning of words has been destroyed by improper treatment. The custom of spelling columns of words, one half of which are "Greek" to the child, is pernicious in its influence. Either the teacher should define the words, giving sentences in which they occur, or they should be omitted. For this reason, I prefer spellers with definitions or with dictation exercises. The idea back of each word is thus caught either from its synonym, or from its use. Definitions in a book, however, cannot take the place of oral defining. Whatever the book used, the meaning of words must be mainly imparted by the skilful teacher. It is my usual habit in pronouncing words to define those whose meaning is not familiar to *all* the class. This is done either by giving a synonym or by repeating a short sentence in which the word occurs—usually the latter.

A few years since, I visited a school in Cleveland which excelled in defining. The teacher gave the meaning of nearly every word she pronounced, and the scholars repeated the same in connection with the spelling. At the close of the exercise, each scholar had to define one of the words she had pronounced—no two using the same word.

Spelling should be connected with nearly all the exercises of the school-room. In recitations in Arithmetic, Geography, Grammar, etc., there is daily need of calling attention to the orthography of terms used. In elementary schools, the names of familiar objects should be spelled.

Every written exercise—and they should be frequent with older scholars—should be correctly spelled. Whatever the nature of such exercise, it should be examined to see if its orthography be “of good report.”

THE SCHOOL HOUSE AND THE SHAMBLE.

BY CHAS W. PALMER, A. M.*

[The following are the opening and closing portions of an Address delivered at the Dedication of the West Side High School Building, Cleveland, O.—ED.]

I bid you, my friends, to turn away for a brief hour from the din of marshaling hosts and approaching battles, to celebrate, in the old familiar sounds of peace, a bloodless triumph. Nor in doing this, do we even for this hour, do aught inappropriate to the deepest solicitude and keenest anxiety for the welfare of our loved country in this time of her severest trial. For now as ever, nay more than ever, do I love the Common School as the bulwark of our liberties, and the hope of our future. It was first reared, where principles of constitutional freedom took deepest root, in days of sore adversity and trial, and from thence, in the westward march of civilization, it has ever been in the van guard, a banner of light, a sure herald of abiding liberty. It has been carried from outpost to outpost, fast multiplying and widely spreading, always inspiring to individual elevation and equality, until from the Pacific wave is flashed back, all along the thousand stations that stand with monumental precision across the continent, through

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millions of warm hearts, to the Atlantic coast, the stern, intelligent, religious, undying devotion of freemen to the government of their fathers. And I can but think, that if the company of knights, noblemen and merchants, that under the favor of king and court, landed at Jamestown, thirteen years before the exiles at Plymouth, had been less greedy of gold, more intent upon laying the foundations of a government in intelligence and religion, the Dutch slave ship would have found no mart. Instead of the shackle and the shamle, the church and the school-house in firm union would have marked their westward and southward progress, and no sound of civil discord would hitherto have broken the quiet of our glad and peaceful country. We then but testify anew our love of country, our hope for her prosperity, our faith in her success when we thus celebrate an event which shows that an institution so intimately connected with her victorious career, has the love of the people.

And now a multitude of emotions throng upon me for utterance. The years of the last quarter of a century rise and ask to be remembered. The pioneers of school labors here, identified with those years of heavy toil, who in trustful hope laid the foundations of our school system here, and waited for the day of coming final triumph, demand remembrance. Some are here to witness the crowning of their toils. Some beheld this day from afar with the eye of faith but they are not all here to witness it. Every one of the years of that quarter century has contributed its faithful laborers, (whose efforts culminate in success to-day, the later years increasing the number.) They have wrought assiduously, undiscouraged by obstacles, undismayed by opposition—they have wrought in seclusion, unmindful of the empty honors of public applause. They are here, some of them, to-day. All honor to them for their persistent, faithful and successful labors.

But their efforts alone would not have availed to elaborate our school system to the beauty of its finished perfection this day manifested, had not an intelligent community generously responded to those efforts, and aided in carrying them into effect. The great glory of this occasion is that it exhibits a result that never could be wrought out except in and through an intelligent and generous public. You have honored yourselves by exalting your schools. You are celebrating your own virtues and triumphs.

The completion of this symmetrical edifice also crowns with harmony and power our school system. This ought then to be an occasion of universal joy.

Almost any other work appeals specially to some sect, or party, or nationality. The consecration of a church enlists exclusively its members, a national monument oftentimes awakens as many emotions of hate or envy as of patriotic devotion. An Englishman cannot wholly appreciate the calm beauty and solemn grandeur of the shaft that rises from Bunker Hill, because it suggests thoughts of ancient hostility; a Prussian could not see the full beauty of the bridge of Jena, as long as it bore a name suggestive of his national disgrace.

But not a line from foundation to turret of this building, suggests aught hostile or offensive or alien to any sect or party or nation. It summons all as entitled to a common share here by virtue of their manhood. It knows no social distinctions. It offers its aid to all alike, and however, in the arbitrary distinctions which men senselessly make of birth or wealth, they may rank, it arranges its orders upon the basis of merit, it summons for an elevating career the coming generations from all conditions, and gives to real worth that might otherwise be obscured, its appropriate reward. It is then a place of common interest and appeals to you all. * * * * *

We have reared this beautiful structure as a symbol and adjunct of the completed beauty and strength into which we wish our children fashioned. To this great and living work, we now dedicate it. *Our* work of preparation is now done. To *you*, our chosen teachers, we now deliver it, and with it what we value above it, our children, carrying with them the rich heritage of our love, bearing all our hopes for their welfare, all our trembling fears and all our deep anxieties. Influences of untold and enduring power under your guidance are hence to emanate. Our anxieties and prayers can accompany you; for the rest we must ask you to share the responsibility. * * God grant that our children and coming generations, may through the harmonious and right efforts of you teachers, and of us all, come forth from these hallowed walls, welcomed in the earth and blessed of God.

ONE METHOD OF TEACHING CIVIL POLITY.

✓ BY A. D. LORD, M. D.

No person of intelligence can doubt that instruction in Civil Polity ought to be given in all our schools; still, it can not be expected that classes can be formed to study the subject regularly from a text-book in many of our District Schools. To prepare himself to give such instruction orally, the teacher needs Mansfield's Political Grammar, or some similar work, and a copy of the Constitution of the United States, and of Ohio.

Much information might be gained by the older pupils, from hearing these last read consecutively; but in addition to this it will be found an excellent plan to call up the several articles in connection with incidents occurring, from time to time, in our political history.

For example, on election day, or some time afterward, when the results of a State election are known, let the sections from articles II and III, of our constitution, referring to the election of Legislative and Executive officers be read, and a copy of the tickets voted at the election be shown. By a little effort on the part of the teacher in presenting the facts, and a judicious use of questions upon them, these may be deeply impressed upon the minds of all the older scholars.

When the Legislature assembles on the first Monday in January, will be the time to review these facts in regard to it,—to learn how many Senators and Representatives compose each House, who are their presiding officers and other items.

On the second Monday in January, when the newly elected Governor takes his place, let a similar course be taken in regard to his duties and relations, and those of the other executive officers.

The second Monday in February is a favorable time to call attention to the Judiciary department, and fix in mind the facts which should be known in regard to the Judges of our Courts.

The questions which will naturally arise in connection with these topics will require the reading of nearly every article of the constitution; and if the scholars are thoroughly questioned by the teacher, and allowed to ask questions freely, the important

facts which every freeman should know, may all be acquired with but little difficulty.

In regard to the questions proposed either by the teacher or the scholars, all need not be answered on the spot. It will be best for the teacher to propose questions for them to learn to answer out of school; they may read for themselves or ask their parents or other intelligent persons. The inquiries and discussions to which such questions will lead, will have a most excellent influence in fixing in their minds the facts they may thus acquire.

It is hardly necessary to say that the course here indicated for the study of the Constitution of our own State, may be pursued in studying the Constitution of the United States. The assembling of Congress in December, the publication of the President's Message, and other incidents of this character, may be used as the occasions for taking up the subject.

The definitions of all the terms employed in this science may be learned in connection with passages in which they occur, and having been thus learned, will be likely to be remembered.

DR. LEWIS' NORMAL INSTITUTE OF PHYSICAL EDUCATION.

[We condense the following notice of the first Commencement Exercises of this Institute from a Boston paper. We heartily endorse the remarks of President FELTON, of Harvard College, and D. B. HAGAN, Esq., upon the "murder of the innocents." Very few bodies are wrecked from excessive mental cargoes. Over-tasked stomachs are more common and more injurious than over-worked brains. Physical idleness and abominable habits fill more graves than "hard study"—epitaphs to the contrary notwithstanding. Our children need more muscle instead of less brain.

We also commend to our readers, and especially to teachers, the EXAMPLE of President FELTON and the venerable QUINCY. Take daily exercise.—ED.]

The first Commencement exercises of Dr. Lewis' Normal Institute for Physical Education, which was incorporated last spring, took place at the Hall of the Institute, 20 Essex street, Boston, on Thursday evening, Sept. 5th. The exercises were novel, and exceedingly interesting. The members of the graduating class, comprising eight ladies and five gentlemen, presented the most gratifying evidence of the fidelity and thoroughness with which they had been trained, and of unremitting attention on their part, to the arduous duties which such a course of instruction involves.

The chair was taken at 7 o'clock by the President, C. C. Felton, LL. D., (President of Harvard College,) and the exercises commenced with a prayer by Rev. Dr. Kirk. Dr. Dio Lewis, Professor of Gymnastics, then made a brief statement of the history and aims of the Institution.

He held that a want of muscular exercise was one of the most obvious defects of our physical life, and that the very structure of town and city society

rendered the correction of the evil impracticable, except in the Gymnasium. The German Gymnasium, so much in vogue throughout the United States, is not well adapted to children, women, fat or old men, and he had attempted to devise something better. He then presented the purposes and facilities of the Institute.

The graduating class then went through a series of exercises with the "clubs," exhibiting a wonderful degree of dexterity, strength and skill. Exercises with "wands" and "dumb-bells" followed, which excited great interest in the audience, and were witnessed with much satisfaction and pleasure.

An essay by one of the graduating class on "The Importance of Physiological Culture in a True Education," was followed by exercises with "rings," which afforded a fine opportunity for the display of ease and agility of motion, and gracefulness of posture. These exercises were most admirable—the very "poetry of motion."

The concluding exercises, of a physical character, were some very amusing as well as exciting feats with the "bean-bags," and with clubs placed at equal distances on the floor.

At the conclusion of the physical exercises, President Felton presented the diplomas, and, in doing so, spoke as follows:

FRIENDS—I have very cheerfully acceded to the request of Dr. Lewis, to act as Chairman on this occasion, and to be the organ of the presentation of the diplomas to which you are entitled on completing your course in this Institution.

It is hardly necessary to say much, on such an occasion. But I will remark, that for many years, this subject of physical education has occupied not only my thoughts, but my practical labor, to a certain extent. I see in this assembly a respected friend, a classmate of mine. I think he will remember that we, early in our college life, were members of the first gymnastic class, I think, that was ever formed in this country,—Dr. Follen being at the head of it; a very excellent teacher and a very learned gentleman, from Germany. I remember to this day, with pleasure, and with some degree of amusement, the extraordinary performances we went through. I think my classmate Quincy rather beat me; but about this I hardly remember. The class succeeded so well, that great crowds, together with large numbers of gentlemen and ladies, were accustomed to drive out of Boston, and station themselves around the college delta, which was covered with various machines,—some of them looking marvellously like the gallows,—with which we performed the gymnastic exercises of those times. You will hardly believe, I suppose, that I ever climbed the pole, or performed any of those airy flights which we were trained to take in those times, and yet I assure you that both Mr. Quincy and I have done those things; though some of us belong to those classes of society that Dr. Lewis enumerated in speaking of other gymnastics, as not being properly suited to their present condition. And I confess that I should be reluctant myself, at the present day, to attempt some of those exploits, and I fear it would be a spectacle more amusing than profitable.

But, from that day to this, I have gained substantial benefits from a system of gymnastic exercises, carefully devised by scientific persons familiar with the human frame, as medical men and anatomists. That I consider quite necessary; for many exercises, if entered upon with the zeal of youth, and without the knowledge of superior age to direct them, are dangerous, and sometimes even fatal. We have all of us, probably, known instances of the fatal effects even of the common exercise of the dumb-bells, practised without necessary discretion.

This present system of Dr. Lewis has appeared to me to avoid most of the objections of some other systems, inasmuch as the machinery is slight and light, easily managed, evidently,—I think even I could manage most of it,—and may be continued, I should think, for long periods, without any danger to the health and with great benefit in most cases, if not in all. I have not seen so much of it as some others; there are others present who are familiar with it in all its

details; yet I have witnessed the effects of this system in some of the schools in which Dr. Lewis has introduced it, and it seems to me they are all good, without exception.

"Actions speak louder than words." The exhibition of this evening, I think, must recommend it more than anything that I can say; but, as the time allotted to the exercises of the evening has now nearly expired, I will not add anything further, but simply hand the diplomas,—expressing the gratification I feel in seeing this system introduced into our schools.

I am well assured, teachers, that you will carry into your schools the result of your experience here, and that it will be for the benefit of your pupils.

Let me add one thing more, however, and that is, that the health and vigor acquired by a thorough course of exercises such as you have had here, cannot be preserved if hereafter you neglect them. One objection to former systems of gymnastics, which I have heard passed by gentlemen who took part in those primitive times, is that their health broke down when they gave up the exercise. The reason was, that they gave up the exercise altogether, after having been in the habit of practising them six or eight or ten hours a day. I may speak on this subject with some degree of experience, inasmuch as for more than thirty years I have daily used dumb-bells, connected with the bath; and for some time I have used every morning, in addition, clubs considerably heavier than any that I have seen here to-night,—but for a very short time; and I am convinced, by my own experience, and what I have seen in the experience of others, that after the constitution has been thoroughly developed, and the health and vigor thoroughly established by a course like that which you have now gone through, you may retain all the advantages of it—the great result, "*mens sano in corpore sano*," the motto which is on your diploma,—by giving a very small portion of each day to some one or the other of all the exercises to which you have been accustomed here.

In response to a call of the President, Rev. Dr. Kirk said: Mr President, I have long been, as President Felton has expressed himself to be, convinced of the importance of physical education; and to me it is surprising that it is not incorporated now into every system of education in the land.

And after having looked on this evening, I am more convinced than ever before of the supreme importance of judicious training and supervision in gymnastic exercises. I know that I once overstrained my muscles by too violent exercise in the gymnasium, and suffered an actual sickness in consequence. I am now satisfied that Dr. Lewis has found the true scientific process for physical development. It was my privilege to welcome Dr. Lewis at his very first arrival here, and everything since then, has only confirmed my confidence in his ability to superintend this system.

Edmund Quincy, Esq., being called upon by the President, spoke as follows:

Mr. President,—I suppose, after the gratification we have received from the physical exercises we have witnessed this evening, that we can do nothing less than perform our share of vocal exercise. I will add to your recollections of our gymnastic education. I remember precisely who were injured. One of our class, I recollect, who is now a Bishop of the Church, broke his arm. But I think there was no person who went through those exercises who would not, to this day, say that he has derived advantage from the first principles of physical training which we received from the mouth and the example of Dr. Follen,—how to walk, how to breathe. I learned to breathe through the nose from Dr. Follen, which I have practised ever since. And I read in the paper the other day, that this is considered a specific against infection; that people can go into the most malarious districts, and escape harmless, comparatively, if they can only breathe through the nostrils. Mr. Catlin published a book on the subject of *breathing through the nose*; he considered that all the calamities of the human race arose from breathing through the mouth; that if people would always breathe through their nostrils, they would live forever, without disease, that is

extravagant, of course; but I have no question there is a great deal of philosophy in it.

I have myself used exercises, for about fifteen years, of my own invention. I used to be a great walker; but finding that took a great deal of time, I got tired of it, and substituted these exercises, and think they have answered the purpose far better—fifteen minutes' well chosen gymnastic exercise, in the morning, is equivalent to a two hours' walk. I can also give a signal example of the benefit of this species of treatment upon the human frame. My father, who, I suppose, most of you know, is one of the oldest inhabitants of this Commonwealth, and by far the oldest graduate of the College over which my friend presides now so worthily as his successor, has for a space of forty or fifty years adopted the system of using these exercises in his dressing-room, mornings, in connection with his bath, about fifteen minutes a day, and continues it to this day; and he considers that he owes his extraordinary longevity, and the still more remarkable degree of health which has blessed his long life, to that fact, in connection with his temperance, the systematic control of his passions, and the regularity of his habits. The last time I saw him, I spoke to him on this subject, and he told me he had been taking this exercise, and was perfectly satisfied that he owed all these blessings of health and long life to that practice.

President Felton. I consider this testimony of the gentleman very valuable, derived from his own experience and the example of his illustrious father, who is now in his ninetieth year, possessing extraordinary vigor of body for a man of that age, and vigor of mind for a man of any age. At the last Commencement in Cambridge, Mr. Quincy made a speech that exhibited a vigor of mind, and a play of imagination and wit, quite equal—I won't say to his best days, because I think his best days are now—but to his strongest physical days. And there cannot be a more striking example to be found of physical exercise conducted at so late a period of life. Indeed, all the virtues adorn the character of that great man, and I wish that his example might be set forth, in all its details, to the young men of this city and this nation, now and hereafter.

My friend, Mr. Hagar is present, and, by authority, I call upon him to say a word or two.

Mr. D. B. Hagar. Mr. Chairman, I submit to the authority. Yesterday, sir, I had the pleasure of taking a ride in the country with an esteemed friend of mine, who I suspect must be a distant relative of Mrs. Partington. As we passed an elegant estate, said he to me, "Bishop So-and-so has purchased this estate." "Ah!" said I, "for what purpose?" "Oh, he is going to establish a school here, or some sort of cemetery."

The words have been running through my mind ever since. As I went home, and passed my school-house, I said to myself, "A school, or some sort of cemetery!" And as I got up this morning, and went to my school-room, and saw the seventy or eighty boys around me, I said to myself again, "A school, or some sort of cemetery!" To-night, as I left my house, in order to come to this place to witness the exercises which have so delighted us, I was met by a gentleman whose daughter entered my school as a pupil three or four days ago,—and during that time has learned and recited, I believe, only one lesson. Said this gentleman to me, with tears in his eyes, "Mr. Hagar, my daughter is a very nervous girl; she came home, to-day, and began to cry about her lessons." "Why," I replied, "she has not begun to recite yet." Said he, "Yes, but she is afraid she won't recite well, and is crying about it." I said to myself, "Then I must look out, or my school will be 'some sort of a cemetery' to that girl."

As I came up the stairway to-night, I took out my card, and read, "Normal Institute for Physical Education." "Ah!" said I, "a school, or some sort of cemetery here;" and then as I looked along down, and saw the names of four M. D.'s, said I, "it is a cemetery, sure!"

Looking at this matter of gymnastics, Mr. Chairman, in a serious way, I may say that, for some years, the subject of physical education has commanded my

attention. We have had in our educational associations a great many lectures on the importance of physical education. Every teacher, lady or gentleman, has always been ready to admit the importance of physical education. The great question has been, how will you accomplish that end? We admit that the body should be educated; we admit that we cannot have full mental vigor without bodily vigor; the question is, how shall we get this physical culture? Gymnastics were proposed, — the old-fashioned gymnastics, — and they have been introduced into some schools — but into very few, on account of the expense attending the apparatus. Teachers came to the conclusion, very generally, that it was impossible to introduce the kind of gymnastics that have been already referred to.

Dr. Lewis, a year ago, presented his gymnastics before the American Institute; and I think it is perfectly correct for me to say, that the way so long desired has been pointed out, the course has been marked out, and to-day many eminent teachers have taken that course, and are pursuing it with the most excellent results. I say, not only in my own name, but in behalf of many of my fellow teachers, that we recognize the debt due to Dr. Lewis. I know, from personal observation, that in many schools in this city, and towns around this city, this system of Dr. Lewis has been introduced, and the results have been all that could be desired. It is necessary, of course, that any system which shall be adopted in our schools shall be such as can be made use of in our ordinary school-rooms, because the most of our school buildings are so contracted as to afford only the ordinary study and recitation rooms not affording a hall in which exercises of a general character might be had, not more difficult than such as have been witnessed to-night.

I am happy to add my endorsement to what the Doctor has said; and if the time permitted, I should wish to make some remarks on the ways and means of promoting physical culture in our schools.

I am satisfied, furthermore, that the charges which have been brought against teachers, that they have been "murdering the innocents," are, as a general fact, without foundation: that the cause of the illness of school-children lies far back of the teacher; it arises, in a great many cases, from the ill health of parents; it arises, in many more cases, from the injudicious course of treatment received at home. If children are allowed to eat when and what they please, to go when and where they please, and to study as little or as much as they please, it is hardly fair to charge teachers with having been their murderers, if they go to their graves early.

President Felton. What Mr. Hagar has said about the cemeteries reminds me of an anecdote. Some years ago, the Turkish Minister visited this city, and among others of our institutions, he went to see the cemetery at Mt. Auburn. On his return, he was entertained with a magnificent dinner at the Revere or Tremont House; and one gentleman present asked him, through an interpreter, what he thought of Mt. Auburn. "I thought it a very pleasant place for a short visit." Now, the sort of cemeteries that Mr. Hagar referred to, are very pleasant places for short visits, no doubt; but I hope, by the introduction of this system, or some system that will act as efficiently on our muscles, that remark can no longer be applied to them.

I wish to add, further, some very important observations as to the illness of children. It is frequently supposed that hard study is very unhealthy, and it is even supposed, by some, that young people kill themselves by hard study. I wish to say, emphatically, that all these stories are monstrous fabrications; that no child, girl, boy, man or woman, ever died of hard study; and that all the complaints made against schools, of injuring the health of students by hard study, are utterly calumnious and false; and that among the most healthful exercises that most promote vigor, strength — physical vigor, physical strength — is the exercise of the human brain — which is itself a physical organ — only it must not be exercised alone. But the pale and puny student, who flatters his self-conceit that he is suffering dyspepsia, and all the ills that come with it, be-

cause he is so *intellectual*, may not "lay that flattering unction to his soul" any longer; — it is because he is a *fool*, it is because he is a fanatic, it is because he has *not* exercised his brain, and neglected the other parts of his system also. With a sound system of physical exercise, and healthy modes of living, that same pale and self-fancying intellectual being would accomplish twice, four times the intellectual work that has brought him to death's door — and he prides himself on being in that very pleasant position.

It has been proved, by statistics, that among the longest livers, as a general rule are the most intellectual. It is not — "Whom the gods love, die young;" "Whom the gods love," live longest: it has been proved by the statistics of universities. Professor Pierce, of our University, examined the subject, and he found somewhat to the surprise of a portion of the community, — I won't say what portion, — that, taking classes in the average, those that are the first to die are those who are the dullest and stupidest and most irregular during their college life; while, as a general rule, — of course there are exceptions, but exceptions prove the rule in this as all other things, — the good scholars, those who exercise their brains constantly, thoroughly, faithfully, and have performed all their duties conscientiously, are the longest lived. I think these are facts really worth being impressed upon the young.

Miss Abby W. May, member of the Graduating Class, then read a valedictory address, a considerable portion of which was devoted to the subject of dress, as affecting the health of women, and, through them, the race universally. The address was admirably written, full of vigorous thought, clearly and tersely expressed. In conclusion, Miss May paid a just tribute to the fidelity and skill of Dr. Lewis and his associate teachers.

A LETTER FROM THE SCHOOL COMMISSIONER.

OTTAWA, Putnam County, }
October 10th, 1861. }

DEAR WHITE: — I have, as you know, been for the last six weeks travelling, visiting schools, giving educational addresses, etc., in certain outside counties which I had not before visited. This work I must continue till the close of this month, when it will be necessary for me to commence the preparation of the next annual report of the department. You and the readers of the *Monthly* will therefore escape the infliction of the usual "Official Department," in the November number, as such a paper cannot be conveniently prepared away from the office.

In all the localities which I have visited, I have been greatly cheered by evidences of popular interest in our public school system, and by the condition of their schools. The war excitement does not seem to have interrupted the prosperity of the schools of the State to any considerable extent. The people evidently appreciate the importance of fostering schools and other preservative forces, during these times of danger to all social and moral interests.

I intend to furnish for the December number of the *Monthly*, a brief sketch of my goings to and fro among the people during this autumn.

Truly yours,

ANSON SMYTH.

Editorial Department.

THE JOURNAL OF PROGRESS DISCONTINUED.

The Publisher of the *Journal of Progress* has transferred its subscription list to the *Monthly*, and discontinued its publication. A correspondence looking to this result commenced as early as the 7th of June, soon after the war excitement began to try publishers' pockets. The *Journal* in its pamphlet form, being a new enterprise, and occupying essentially the same field as the *Monthly*, soon felt the general business depression of the country most severely. This, together with the growing feeling among Educators that there is a demand for but one good Educational paper in the State,—and there is certainly no demand for a *poor* one—led Mr. LONGLEY to seek the change announced above. We are pleased to know that he is now engaged in pursuits which promise better pecuniary reward.

We need not eulogize our late contemporary. Its beginning was ill of promise. Its contributions have been, in the main, valuable and instructive, its editorials sprightly, pointed, and readable, and the general management of its pages creditable to its Editors and worthy of a generous support.

We trust that Mr. HANCOCK's pen will frequently favor our readers. We request a similar favor from all of the late contributors of the *Journal*.

We welcome most cordially our new readers, and trust that they will find the *Monthly* acceptable and instructive. We shall strive to make it worthy of their continued acquaintance.

J

LORIN ANDREWS.

LORIN ANDREWS was born in Ashland, in this State, on the first of April, 1819. At eighteen years of age he connected himself as a scholar with the Grammar School at Gambier, and, after due preparation, entered Kenyon College. He was a thorough student, but, owing to limited means, pursued only a partial course of study. Under the religious teachings of Bishop McIlvain—then President of the College—he made a public profession of Christ. The depth and sincerity of his religious faith have since ever shone in his daily life, running through all his purposes and efforts like a golden chain.

In 1840 he reluctantly left College, and soon after entered upon the work of teaching. He first engaged as an assistant in the Academy of his native town. Subsequently, he taught for a time in Mansfield, but returned to Ashland by invitation and took charge of the Academy. In each of these positions he was successful and popular.

While teaching he pursued the study of law and, in 1847, was admitted to the bar. During the same year he was called to the Superintendency of the Public Schools of Massillon. Turning aside from legal pursuits, he entered upon the duties of his new position with the utmost devotion and zeal. While thus engaged, he became deeply impressed with the then lamentable defects in our Common Schools, and entered vigorously upon their improvement. His first efforts were directed to the *elevation of teachers*. For this purpose, he devoted as much time as he could spare from his other duties, in holding Teachers' Institutes, delivering educational addresses, etc. Here he evinced those rare qualities which soon called around him devoted friends and co-laborers, and made him the center and life of that great educational movement which finally gave to the State her present excellent School System. In the State Teachers' Association, which was organized during the year he went to Massillon, he was the leading spirit. As Chairman of the Executive Committee, he was untiring and devoted. He matured plans which to others seemed hopeless, and with masterly skill directed the energies of the Association to their accomplishment. The necessity for a new School Law seemed to him pressing and imperative. A new State Constitution had just been adopted and a General Assembly was soon to be elected to convene under it. He seized upon the occasion to secure for the State "a School System which should be unparalleled for the liberality of its provisions, the wisdom of its measures and the harmony and efficiency of its operations."

With a devotion as pure and unselfish as ever burned in the bosom of a Missionary of the Cross, Mr. ANDREWS, in 1851, "felt it to be his duty," to use his own words, "to leave his pleasant school and generous patrons, and devote himself wholly to this work." During his first year's labor as the Agent, or rather as the itinerant Missionary of the Association, he secured the delivery of more than "two hundred practical educational addresses," in various parts of State, appealing to and influencing not less than sixty thousand citizens; the holding of forty-one Institutes, in which three thousand teachers were instructed in their duties; and the organization of a large number of Union Schools under the law of 1849.

At the next annual meeting of the Association, Mr. ANDREWS recommended the publication of an Educational paper, and called upon the teachers present for pledges for its support. "After a few minutes," says the record, "he reported pledges for 1,200 copies!" The *Journal of Education* was established, and its control and management entrusted to the Executive Committee of which he was again chosen Chairman.

Another year of arduous, self-sacrificing labor — largely devoted to the great work of creating a public sentiment which should demand "efficient action in favor of Education by the next General Assembly" — was closed with the following glowing words:

"Fellow teachers, the signs of the times are auspicious. The heads and hearts of the people are thinking and feeling. The course of the cause of universal Education is onward and upward. May we, each one of us, feel the responsibility and live worthy of the high vocation to which we are called."

Nor were the friends of Education disappointed. In March following, the

excellent "School Law of 1853"—in whose wise provisions, the practical views of Mr. ANDREWS are so manifest—was enacted, and our present school system, unsurpassed for its efficiency, inaugurated.

One of the provisions of the new Law created the office of School Commissioner. Feeling that the efficiency and success of the whole system depended largely upon the selection of this officer, the teachers of the State, with one voice, commended Mr. ANDREWS to the suffrages of the people. The canvass, however, assumed a political character and he was defeated. The result caused universal regret among the friends of Education.

Soon after, the Trustees of Kenyon College—then struggling in deep and almost hopeless embarrassment—called Mr. ANDREWS to the Presidency of that Institution. He accepted the position, and, from that hour, a career of unparalleled prosperity dawned upon the college. The interest and good-will of Educators, of all denominations, centered in Kenyon. They prayed for and rejoiced in its success.

We utter a weak hyperbole when we say that President ANDREWS was the idol of the teachers of the State. They loved him as a brother and venerated him as a father. Nor were his position and influence among them due so much to his superior genius, scholarship or intellectual vigor, as to the unselfishness and benevolence of his motives, the decision and energy of his will, the enthusiasm and zeal of his labors, and his deep, abiding religious faith. His power in controlling and influencing others was akin to *personal magnetism*.

When base Catilines were plotting the overthrow of the Government he loved, his whole soul revolted at the wickedness and perfidy of their schemes. In the light of Mr. ANDREWS' pure nature, the rising rebellion stood forth hideous and terrible. He dearly loved his happy home and the peaceful duties of his office, and no man more thoroughly abhorred blood-shed and war; yet his brave, manly heart fearlessly accepted the awful issue. Early in the progress of events, he addressed a letter to the Governor, pledging his services to the country in case they should be needed. When Sumter fell and the President called for volunteers, he was the *first* man in Ohio whose name the Governor received.

He recruited and led to the camp a company of young men, but was soon promoted to the Colonelcy of the Fourth Regiment and detailed to service in Western Virginia. His regiment soon became noted for its discipline and efficiency. His care and sacrifices to promote the comfort and welfare of his men and his bright Christian example among them soon won all hearts.

But his military career was brief. On the 26th of August, he was brought to his home in Gambier, ill with camp fever. The disease soon assumed a typhoid character, and medical skill was exhausted in vain. He died on the 18th of September, universally beloved and deeply lamented. His last words to his Regiment were: TELL THEM TO STAND FOR THE RIGHT, FOR THEIR COUNTRY AND FOR JESUS.

Truly a noble man has fallen. The voice that has so often thrilled us with its inspiring utterances is hushed; but his memory shall be green in the hearts of his countrymen when the oaks that now stand sentinel above the good man's dust, shall have bowed their heads and disappeared forever.

SCHOOL DISCIPLINE.

Our drawer contains two contributions upon this subject. One writer asserts that the great source of difficulty in governing schools is outside interference—the opposition of parents to any measures that involve “disgrace or physical pain.” He claims that the misconduct of scholars is often but the outworking of *home teachings*. The other bases an urgent plea for the use of the rod upon her own experience as a moral suasionist. She graphically describes her first day’s experience, “smiling benignly as the little reprobates exhibited their skill in turning somersaults and jumping out of the windows.” She confesses that this “period of agony” quite changed her ideas upon the moral power of “kind words” and “smiles” in an insubordinate school. She, too, closes by charging the whole difficulty of school government upon the *home training* of children, and, by a *natural* logic, is led to wish for means to inflict a penalty upon guilty parents.

Before presenting these articles or our own promised suggestions upon School Discipline, we wish to submit two or three guiding observations of a preliminary character.

In determining whether this or that system of school government is efficient, we must first agree as to the *true end* of such government. Disagreement upon this point must result in different views as to the proper measures to be employed and the value of the results secured. We must first have the same *stand-point*.

We remark negatively that *good order in the school-room is not the ultimate end of school government*. A teacher may be most successful in securing the “good behavior” of scholars in his presence, and yet fail sadly as a disciplinarian. Quiet and obedience may be the result of a mere mechanical control of a child’s outward conduct by physical necessity or fear, or by soul-destroying motives. From the obedience and contentedness of a slave, we cannot infer that his condition and treatment are desirable or equitable.

The true aim of school government should be to *prepare the scholar to govern himself*. Instead of weakening self-control and self-guidance, making the child an easy subject to be governed, the whole scheme of school discipline should aim at the development and the strengthening of all the elements of genuine manhood—the putting into the child’s moral character a *back-bone*.

That teacher, therefore, is the most efficient disciplinarian who secures right conduct in the scholar not by necessitating it, but by causing him voluntarily to choose it—who so orders and uses all those active forces and influences which increase the power of truth and the charm of virtue, and stimulate self-respect and self-denial, as to secure on the part of the scholar a well-sustained self-control. As the skill of the true disciplinarian increases, his conscious, *outward* control of his school diminishes.

Hence arises the intimate connection between school government and moral culture. Proper school government is moral culture. It is the training of the soul to right feeling, right choosinig and right acting, and this, I take it, is the very essence of morality.

Nor should school discipline merely secure self-control in the school-room. It should prepare the child for the position of a *self-governing citizen*. American children above all others, should be so trained as not to need the constant restraints of physical force. Successive generations of American youth should enter upon their duties as citizens with habits of self-respect, self-denial and self-control — with distinct and high ideals of personal character and true manliness, and with a deep and thorough abhorrence of vice. In this great work, the discipline of our schools acts an important part. Its influence, to-day, permeates our entire civil and social compact — investing our institutions and liberties with a vitality and power that no hostile rebellion can ever withstand. The influence of school discipline — defective as it is — in preparing each generation for self-government and sovereignty, has never been fully acknowledged by American statesmen. The truth is, a properly governed school is a sort of moral gymnasium, where the attributes of kindness, good will, courtesy, truthfulness, purity, obedience, a regard for right and justice, personal honor, love to God and man, are not only inculcated but are *inwrought* by daily and constant exercise.

The question whether this or that form of government is best, must be determined, in part, *by the condition and antecedents of the child to be governed*. The very first step necessary to prepare a scholar for self-control may be the vigorous exercise of an outward, absolute control by the teacher. Absolutism in the teacher, however, should gradually merge into the self-regulative freedom of the scholar. The further society is removed from barbarism by civilizing and ennobling influences, the less will be the necessity for the exercise of physical force, and the more easily may the habit of self-control be secured in children. A law-abiding, truth-loving, God-fearing people transmit and cherish the same qualities in their offspring.

For the same reason, the spirit and form of national governments must be adapted to the *condition* of their subjects. The freedom of the American government would be licentiousness and anarchy among the Chinese.

In quelling insubordination and putting down rebellion, extraordinary measures and severe treatment must be resorted to. Civil writs, oaths, and governmental displeasure are as futile as "smiles" in an insubordinate school. Physical force must *coerce* the insurgents.

Lastly, in determining the value of a teacher's *measures*, we must never lose sight of his own *personal influence*. For the success of a teacher in school discipline depends vastly more upon *what he really is* than upon the mere methods or measures he may use. How else shall we account for the failure and success of teachers who use essentially the same measures?

We recently visited two schools. In one sat the teacher, apparently unconscious of the fact that the government and control of fifty scholars were resting upon him. A secret influence pervaded the room, guiding every action and directing every movement. Books, slates and desk-lids seemed to be moved by spirit-hands — so quietly were they handled. Kindness, cheerfulness, industry, truthfulness, and obedience seemed to be spontaneous and natural. In an adjacent room, was a school presided over by a teacher apparently equally earnest and discreet. He seemed, however, in a constant struggle with the disorder

around him. Peevishness, deceit, disrespect, idleness, and anarchy were behind every book, and showed themselves on all possible occasions. Every desk was a *masked battery*, behind which disorder was strongly entrenched. Now, how shall we account for this contrast? Not so much by the *measures* of the two, as by the *men*. The one controls because he represents the elements of control; the other fails, because he lacks them.

The truth is, the highest and most potent influences of the teacher have their origin back of his methods, flowing secretly and silently from the inmost spirit of his being. From the teacher's desk, go out and surround every heart in the benches spirt wires, through which his *inner life* sends out his own vital currents to subvert his commands and teachings, or to magnetize and incite to all manliness and nobility of conduct.

Nor is the truth exhausted in the above statements. The teacher's success in governing may be *in spite* of his notions upon the subject. Even his pet mode of treating disorderly scholars — his forte, in his judgment — may be an actual hindrance to him. The question, then, as to what a teacher really *is* — his feelings, impulses, thoughts, motives, purposes — his genuine personal substance — far more important than whether *he shall whip*; indeed, the last question is may wholly depend upon the former.

Nor are these guiding principles Utopian. They are burning as a vestal fire, in hundreds of teachers' hearts, exciting them to higher aims and grander results. Nor does the fact that they require high and varied qualifications in the teacher militate against their practical value. I know of no true theory of education that does not require *men* instead of *machines*.

WEST HIGH SCHOOL BUILDING, CLEVELAND, O.—This beautiful edifice was formally dedicated on the 27th ult. with appropriate exercises. Addresses were delivered by the Hon. HARVEY RICE, President of the Board of Education, Hon. ANSON SMYTH, School Commissioner, and O. W. PALMER, Esq., formerly a member of the Board and an active friend of the School. The occasion was one of great interest, and reflects credit on the educational spirit of the city.

The structure is three stories high, with front and rear projections, in which are ample stairways, affording entrances to all parts of the building *from each end*. The front projection is surmounted by two beautiful towers and each corner of the building by a lower one. The main building is 50 by 75 feet. The first story contains an entrance hall, 20 by 27 feet, two clothes' rooms, each 15 by 19 feet, supplied with lake water, marble sinks for washing, etc., a philosophical room 30 by 47 feet, a chemical laboratory, 15 feet square, a room for fuel, 15 by 31½ feet, and a commodious passage way. The second story contains the main School Room. It is 47½ feet square, and is furnished with single desks of fine pattern. In the rear of the school room, are two spacious recitation rooms, the larger 18 by 32½ feet, and the other 15 feet square. In the front projections, between the two stairways, is a teacher's reception room, 9 by 20 feet. The upper story contains a large Hall, 38 by 72½ feet, with the small room in a rear projection, 8 by 14 feet. The building is to be heated with portable furnaces.

From the above brief description it will be readily seen that the building affords most admirable accommodations for the High School to whose exclusive use it is devoted. We congratulate Mr. A. G. HOPKINSON, the worthy and efficient Principal, upon the final realization of a hope long and ardently cherished.

TRIBUTE TO THE MEMORY OF PRESIDENT ANDREWS.—The undersigned, residents of Columbus, deem it proper that we should make a public expression of our views and feelings in regard to the recent and lamented decease of **LORIN ANDREWS**, late President of Kenyon College. We do not assume to represent others; still we doubt not that we shall express sentiments common to all the teachers and other active promoters of education throughout the State.

The death of Mr. **ANDREWS** is to us a deep affliction, because we honored and loved him while living. We honored him for his noble and self-sacrificing efforts to promote popular welfare. He was the first man in Ohio to offer his services to his country in its present struggle with armed rebellion. At the head of his regiment he went forth, not seeking his own glory, but the greatest good of all our millions. An imperative sense of duty impelled him to this course.

We honored him for the distinguished success which he achieved as President of Kenyon College. The remarkable prosperity of that institution is due, we believe, chiefly to his judicious and efficient management. But *chiefly* we honored him for his earnest and successful efforts in behalf of the cause of public schools in Ohio. For our present excellent school system the people of the State are immeasurably indebted to Mr. **ANDREWS'** self-sacrificing and heroic labor. It is our confident opinion that Ohio is more deeply indebted to Mr. **ANDREWS**, than to any other of her sons, whether living or dead. Our thousands of well-ordered schools are monuments of his zeal for the highest good and the truest glory of our great commonwealth.

We loved Mr. **ANDREWS** for the rare and beautiful virtues of his life and heart; for his benevolence, his absorbing desire for the good of others; for his abnegation of self; for his strong Christian faith, and his humble religious life.

We feel that we have lost a noble friend and a beloved brother; and acknowledge our obligations to cherish his precious memory, and so far as we are able, to imitate his bright example.

ANSON SMYTH,
State School Commissioner.

ISAAC J. ALLEN,
Late Superintendent Public Schools of Cincinnati.
A. D. LORD,

Late President Ohio Teachers' Association.
E. D. KINGSLEY,

Superintendent Public Schools, Columbus.
E. E. WHITE,

Chairman Executive Committee Ohio Teachers' Association.

ANTIOCH COLLEGE.—We regret to learn that this excellent Institution is now suffering from pecuniary embarrassment. An unfortunate issue in regard to its control, sprang up a few months since between the Unitarians and Christians. Finally each agreed to surrender to the other on condition of making its life sure by raising the necessary funds. The Christians had the first opportunity and have failed. The Unitarians are now making the attempt. These are stormy times to raise funds for such a purpose, but we believe that Dr. HILL will succeed. He is now in Boston, devoting his entire energies to the work. We shall be exceedingly sorry to see this Institution crippled. Its advantages are solid and its standard of scholarship high. It is the aim of the Faculty to make its influence as unsectarian as the public schools, but more religious.

MARIETTA COLLEGE.—We learn from President ANDREWS, who recently favored us with a call, that this Institution has opened with an average number of students. From its situation, we feared a very different result. The growing prosperity of this College is chiefly due to its excellent President. Dr. ANDREWS is a true Educator, his sympathies and labors embracing all grades of schools. There is not a particle of sham in his composition, or in the College over which he so ably presides.

DR. RAY'S PORTRAIT.—We have secured the portrait of Dr. RAY—the lamented author of the popular Series of Mathematical Works—for our December number. Our readers will all rejoice at this announcement. It is now over six years since Dr. RAY's decease, but his noble life and character are familiar to all. We hope to adorn our January or February number with the portrait of the late Col. ANDREWS.

WRONG CREDIT.—The *Pennsylvania School Journal* attributes the excellent article in our August issue, on "The Instruction of Little Children" to Dr. HILL. Likewise, a writer in the *New York Teacher* for October, credits to "Dr. THOMAS HILL" our review of Mr. CALKIN's work on "Object Lessons." Dr. HILL is an admirable writer; but we assure our contemporaries that he did not write the articles in question. The former was written—minus a few mistakes of the compositor—by GEO. H. HOWISON, Superintendent Public Schools, Harmar, O., and the latter by our humble self. We do not feel at all sensitive though; such mistakes do not "hurt our feelings" in the least.

PERSONAL.—Mr. L. M. OVIATT, late Principal of Eagle St. Grammar School, Cleveland, has been elected Superintendent of the Schools of that city. This is a just tribute to eminent success, wisely bestowed. Mr. ANDREW FREESE, the late Superintendent, fills the place made vacant by Mr. OVIATT's promotion. In making this change, the Board of Education, by resolution, "bear honorable testimony to the fidelity, devotion and zeal which have always characterized Mr. FREESE's labors."

THOS. H. LITTLE, late Principal of Middle Grammar School, in this city, has been elected Superintendent of the State Blind Asylum, at Janesville, Wisconsin. Mr. G. H. TWISS, late of Springfield, succeeds Mr. LITTLE in the above school.

Mr. M. D. LEGGERT, Superintendent of the Zanesville Schools, has been appointed Lieut. Colonel, and is now organizing the 78th Regiment at the above city.

Mr. LEROY F. LEWIS, Principal of the North Grammar School, Columbus, has been commissioned a Lieutenant in the regular army.

Rev. JNO. EATON, jr., formerly Superintendent of the Toledo Schools, now Chaplain of the 27th Regiment, O. V., was captured by the Rebels near Lexington, Mo., but was subsequently released.

Mr. W. H. HOBBS, late Principal Brownwell St. Grammar School, Cleveland, has been elected Superintendent of the Union Schools of Salem, Ohio.

Mr. T. C. BOWLES, of the firm of RILEY & BOWLES, Publishers of the Ohio Standard Series, has been appointed Quartermaster of a Regiment. An agent takes Mr. BOWLES' place as canvasser for their books.

Mr. GEO. L. MILLS, late Principal of the Newark High School, has been appointed Superintendent of the Schools of Piqua.

Mr. EDWIN NICHOLS, late Principal of the Newark Grammar School, is in command of a company under Fremont.

A. G. CANEDY, another teacher of Newark, has joined the army in Western Virginia.

[We submit the last three items above as a fair comment upon the late action of the Newark Board, reducing salaries.]

Rev. CHAS. GIBBS has been elected Superintendent of the Public Schools of Lima.

Mr. WM. M. MCKEE, of the Bellefontaine Union School, has accepted the Principalship of the Urbana Collegiate Institute.

A. C. DEUEL, Superintendent of Urbana Schools, came within one vote of being nominated for State Senator at the Union Convention in that district.

BOOKS ADVERTISED.

HARPER & BROTHERS, New York, advertise Willson's excellent Series of School and Family Readers. These books have been received with signal favor by Educators. We have been using the lower books in teaching our own children, and are greatly pleased with them. We shall notice the Fifth Reader, recently published, in our next issue.

IVISON, PHINNEY & Co. select from their extensive list of publications Robinson's Mathematical Series—complete and thorough—Spencerian Copy Books—unequalled in simplicity, practicability and beauty—and Bryant & Stratton's Works on Book Keeping. We will notice these books in our next issue.

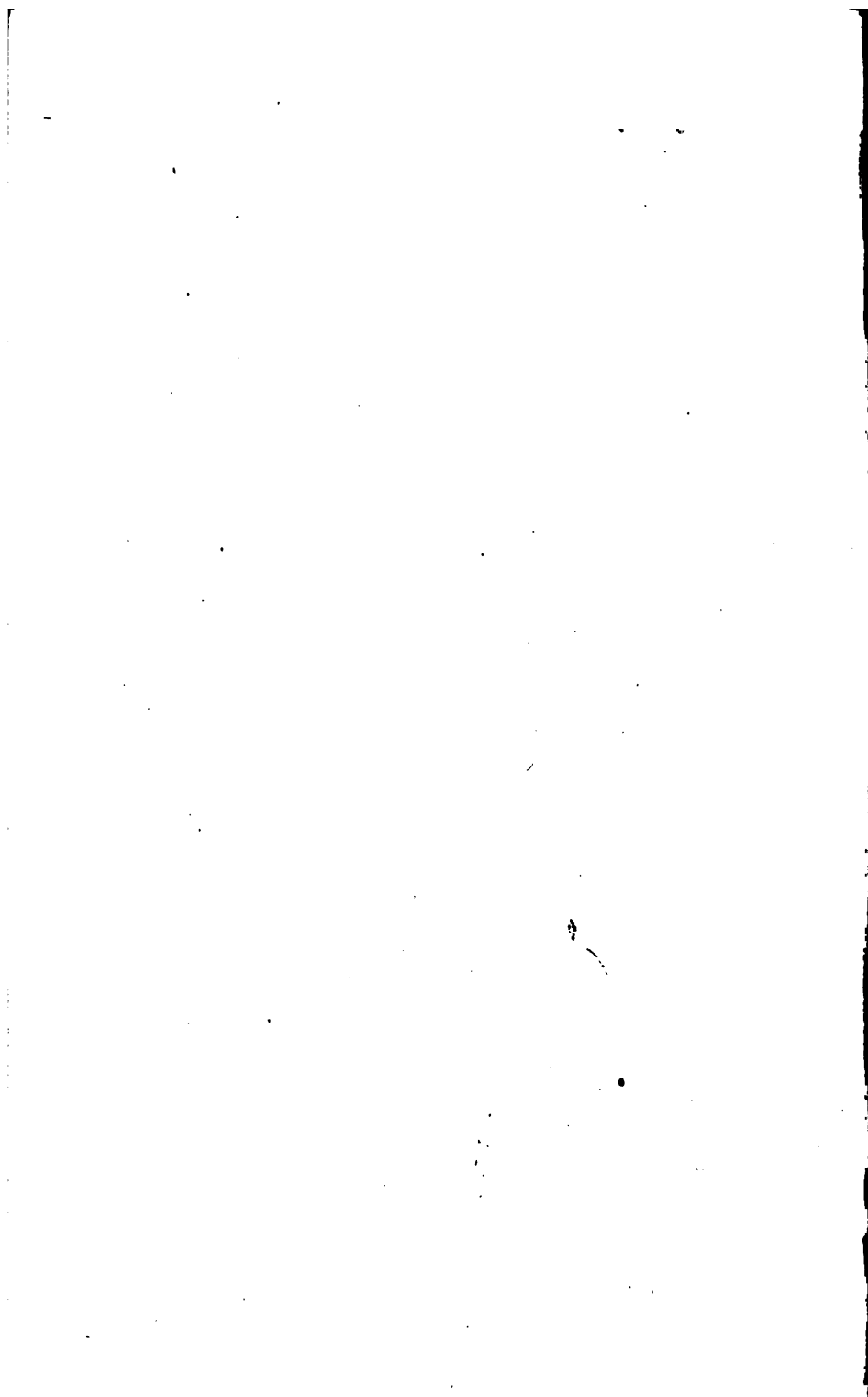
J. B. LIPPINCOTT & Co. announce a new Primary Geography by Prof. ALLEN, and, also a New Geography, by Roswell C. Smith. Smith's old Geography was our text book when a boy. We want to see the new one.

THE MERRIAMS once more say to our readers "GET THE BEST."

For W. B. SMITH & Co's, RILEY & BOWLES', see advertisements.



Joseph Ray.



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OHIO EDUCATIONAL MONTHLY:

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New Series, Vol. II, No. 12.

OF SOME HOBBIES AND THEIR RIDERS.

BY JOHN HANCOCK.

Every man, except here and there a solitary individual made of raw clay, rides his hobby; and the chief difference between men is, that the hobbies of some are higher, and are ridden at a more reckless rate than those of others. It is a knowledge of the universality of this variety of the equine species that has enabled the greatest writer of modern fiction to so set forth a character by trotting him up and down before us a few times on his hobby, that the picture, consistent in all its parts and perfect in its distribution of light and shade, is impressed on our memories forever as a living reality.

The peculiarity of hobby-riders is, that they all ride in a circle, and this circle is always growing narrower. And it is not void both of amusement and instruction, to look abroad over the face of the earth and see each man pacing around on his own little bark-mill circuit, solemnly persuaded that all men who do not travel in his narrow track, are much to be pitied and decidedly wrong-headed individuals.

But of all hobbies, those ridden by schoolmasters are the most obstinate, and oftenest found with the bits in their teeth.

Our friend Brown is a popular teacher in a large school. He

is a remarkably adroit thrower of dust, which is apt to get into people's eyes, and, as a consequence, Brown looms up in the mist a very Socrates in the judgment of the world. Brown rides the sleekest and surest footed of all hobbies—the moral suasion hobby. He believes, or says he does, (which amounts to pretty much the same thing with parents), that children are little angels; and that the older they grow the more angelic they become. (Provided they are brought up according to Brown's recipe.) Our friend is as much opposed to coercion in the government of a school, as the reddest of red-hot Secessionists is to coercion in national government. His governing—if it can be called governing—is all done through those forms of the imperative mode which denote exhortation, entreaty and persuasion. Commanding is omitted, as savoring of tyranny.

The sweetness of Brown's disposition has no parallel in the saccharine juices of nature. His good will toward all mankind in its juvenile years, like a perennial fountain, is always bubbling over and drenching every one who comes within reach of his benevolent spray. The emotional part of his being seems, indeed, to have been developed out of all proportion to his intellectual. Whether his theory is the result of his one-sided development, or the development the result of the theory, is hard to be determined.

Brown is something of an orator also, and he never fails, as Chadband would say, "to improve the occasion," that will, with any sort of decency, permit him to give utterance to the great thoughts and fervent feelings that are always surging about within him. To see him at the morning opening of his school ride up to his pupils on his hobby, like a lone and valiant knight charging upon a solid column of infantry, and discharge at their angelic heads and hearts a perfect hail-storm of moral axioms and reflections,—pumping up from a convenient and capacious reservoir that water to the eyes, he deems necessary to convince them of the immensity of the love he has for them and their welfare, is a performance worth considering.

It will scarcely be believed, after all this show of interest and the lecturing upon morals they receive, that our friend's pupils with a perversity certainly unbecoming angelic natures, seem inclined to hold him and his preaching in derision; and his tears even do not

escape slighting remark. The fact is, his hobby does not seem to work well in the long run (and hobbies somehow never do seem to work well in the long run). His school is the worst possible. For lack of the strong restraining arm, profanity, obscenity and falsehood, have but little check, except such as home influences may exert. As a teacher, his pupils view him with contempt. In short were we a trustee of schools, Brown is the last man we should permit to ride into our bailiwick and stall his horse there.

Our friend Smith rides a horse of an entirely different color. In him the outer man is a fair type of the inner spirit. To look at him you might suppose him to be a lineal descendant of the Old Man of the Mountain, so granitic and gritty is his whole appearance. He don't believe in sentiment and moral preaching to school children. He does believe in total depravity, and practices on that belief. If he sets one portion of Scripture before all others, it is the advice of Solomon in regard to the use of the rod. He is just, but his justice is not much tempered with the sweet qualities of mercy. He prides himself on his sternness. The order of his school is excellent, but his recitations are dull and uninteresting. The truth is, he has disciplined the life out of his pupils. Their very intellects seem to be paralyzed into a sort of torpor by some invisible but terrible pressure. But as the most despotic government is preferable to anarchy, so Smith's school far excels that of his co-laborer Brown.

Then we have hobbyists in instruction as well as government. Of all who ride an instruction hobby, Jones rides the tallest—the mathematical. Although a member of church in good standing, Jones indulges himself at times in a kind of harmless and unmeaning scepticism; for he will tell you in his moments of confidence, in a hesitating kind of way, that he don't know after all whether there are any truths except those capable of mathematical demonstration. In fact he is pretty well assured in his own mind there are not. Hence, with a narrowness of mind inexcusable, he underestimates the value of all other knowledge, and does what he can, both directly and indirectly, to induce his pupils to sympathize with his limited views. He states to them with an intense degree of grim satisfaction that partakes of the nature of enthusiasm, that among the vast numbers of errors floating about in

the universe, there are a few established truths — truths which no one can doubt; such as that the three angles of a triangle are equal to two right angles, and the square of the hypotenuse is equal to the squares of the other two sides. And you would almost be persuaded to conclude from his earnest manner, that it is the consolation derived from the knowledge of the solidity of these and kindred truths, that alone renders life tolerable. Holding out to his pupils, as an incentive, that they may attain the giddy intellectual height of one day demonstrating these truths for themselves, or, failing that, become expert business men, he leads their tender minds up and down long columns of figures, to arrive at whose sum would make the head of a practiced accountant ache. He puts them through problems in mental arithmetic, to which the old Greek problem of Achilles and the Tortoise is the merest child's play. Goods are bought in the most extraordinary quantities, running into fractions "that like a wounded snake drag their slow length along," which after most affecting losses, are sold at prices expressed in other fractions most complex, both common and decimal, by which a per cent. is gained on the whole that would make even an army contractor open his eyes. Thus Jones leads his pupils from one perplexing and useless difficulty to another, until he has introduced them to the virtues and powers of the unknown x . Having reached which point, especially if he be teaching in a country district, his scholars leave school, inwardly persuaded they have reached the Ultima Thule of human knowledge, — but in fact knowing almost nothing that can be of the least value to them in the conduct of life. Without a taste for any literature above the flashiest and trashiest, they are neither the wiser nor the better for their so-called education.

We have yet enough hobbies left to equip a regiment of cavalry which we should like to trot out for your reader's inspection, but you could ill afford the ground for their exhibition. We therefore close with this moral: Schoolmasters who are riding hobbies, should dismount and walk the remainder of their days. The true teacher is a harmoniously developed man — a sound man — running into no absurd excesses; equally removed from a puling sentimentality or a harsh severity in his government; not narrow in his instruction, but loving all knowledge with a generous enthusiasm; and, above all, strongly addicted to common sense.

THE TEACHING OF FOREIGN LANGUAGES.

BY THEODORE E. SULIOT, A. M.

NO. IV.

More lately still, the method first employed in this country by a French teacher of New York, whose name I have forgotten, and also by another called Manesca, but more generally known under the name of Ollendorf's method, because Ollendorf applied it to the teaching of German, has become so popular in America as to have nearly superceded every other. It is so far analogous to Robertson's method that, from a small stock of words with a few grammatical forms and model phrases, the teacher deduces a great variety of sentences which the learner is to translate orally or in writing from his own language, into that which is the object of study, and conversely.

The omission of an introductory passage literally translated and to be omitted, is so far an improvement by making the lesson a more purely intellectual exercise, whilst it secures all the important points of the Robertsonian method, viz.: the variations of certain model sentences in both languages under the form of questions and answers.

I have looked over some of the most popular works for teaching French on that method, and I used one during one term in Salem, with a very good class, composed of some of our best scholars in the High School, including some collegians who had made good progress in classics. The experiment was therefore tried under rather favorable circumstances, and was, up to a certain point, very satisfactory. Still I should feel some hesitation in trying a second precisely similar. The objections which struck myself and my pupils, all of whom were well qualified to form a correct estimate of the efficiency of the means employed, were:

First, the want of plan and consecutiveness in the lessons of the course. We seldom could discover any law which determined the relative position of most of the lessons. Many a lesson, for instance, occupied in the series a place far advanced, which might as well have been introduced at a much earlier period and *vice versa*. Several lessons, on the other hand, might have changed places with evident advantage. A second objection was the unne-

cessary and wearisome length of each lesson, far too long for the scholars to prepare at home or recite in the class, and yet containing too much sameness and repetition to make it worth while to divide it into two or three separate tasks. A third objection is that the authors have generally neglected to introduce easy and interesting passages of French for translation and analysis, which would not only vary the monotony of the lessons, but serve as a pleasing test of the pupil's proficiency and growing familiarity with the language.

These three objections, however, might be remedied by a little exercise of ingenuity on the part of the teacher. But the fourth and most weighty objection is the excessive and, as it seems to me, the uncalled for childishness and down-right silliness of many of the sentences; and that, not merely at the outset, when the materials are yet scanty, but through the whole book.

There is, I allow, some difference in that respect, among the different books got up after Ollendorf's method, but, even in the best of them, it would almost seem as if the author had taken pains to be childish, or had mistaken silliness for simplicity. The consequence is that teacher and pupils, if they have any sense, soon become disgusted.

I tried to avoid this evil by using the text of the lesson only as suggestive of similar sentences that should have some life and reality, but I could not have done this except in teaching a language with which I am perfectly familiar; and, even in French, my extempore sentences and questions were not nearly so good as if they had been prepared before hand in strict conformity with a preconceived plan.

I have reserved for the conclusion of this hasty sketch of the various methods and text books devised for facilitating the acquisition of languages, a description of the books which appear to me to combine almost all the advantages of the preceding methods, without their defects. I allude to Arnold's First and Second Latin and Greek books. In them, the reader will at once discover a regular and progressive plan in which practice and theory, analysis and synthesis go hand in hand.

The lessons, very short at the beginning, are never of a forbidding length; the sentences are simple without being silly; sufficiently like the model sentences not to discourage the learner by

their difficulty, and yet so varied as not to weary him by their monotony. Those sentences being, for the most part, selected, with slight alterations, from the purest Latin or Greek writers, the learner runs no risk of having his taste spoiled by questionable Latin or Greek of modern growth.

In Arnold's books, the memory, judgment, and industry of the pupil are at once called into action. From the very first Latin lesson, he has to observe, to analyze, to compare and generalize. By the double set of exercises which form part of every lesson, he learns both how to read Latin or Greek authors, and how to use their language as a means of expressing his ideas; not that the power of writing grammatical, or even elegant, Latin and Greek is very valuable in itself, in the state of perfection to which the various languages of the civilized world have now attained; but it is the best way of impressing on the memory the forms and laws of the language.

I must not neglect to add that, in this case as in many others, the original work of Arnold has been greatly improved in passing through the hands of American editors who, without deviating from the original plan, have blended with it much useful and interesting matter, have improved the arrangement of the materials and given more variety and liveliness to the exercises.

What a vast improvement these American editions of Arnold's books are on the Latin readers which, to my sorrow and vexation and to the loss and weariness of my pupils, I have been compelled to use, with their ill graduated and obscure sentences, (obscure, because wrenched from their natural connection) requiring, as intended by the compilers, a considerable knowledge of the accidence before the unfortunate learner can read even the first few pages; and the Latin grammars which are, no doubt, very elaborate and erudite, very excellent books of reference for a collegian, but altogether unsuited to the wants of a beginner who needs only the essentials of accidence and a very few of the principal laws of concord and government, such as he may easily discover or verify himself by his own experience whilst making out some very easy, simple and interesting short narratives which alone are suited to his stage of progress. And yet these books are almost universally used as text books for beginners in our Common Schools. I would again ask whether this time-conse-

crated method of teaching Latin and Greek has produced the results which diligent students have a right to expect? Does it satisfy the teachers? Why or how is it that, whilst in every thing else progress is the order of the day, the teaching of the classics, in most schools, is allowed to remain nearly in the same condition in which it was centuries ago. The only improvement is the substitution of the vernacular language of the learner for Latin in which Latin and Greek grammars, Greek lexicons, and explanatory notes in text books were formerly written.

This adherence to antiquated routine is the main cause of the general prejudice that prevails against the study of the classics. And need we wonder at it when years are necessary to secure a very little amount of Latin or Greek. It requires more courage and perseverance than the generality of young people can be expected to possess, in order to spend months and years in committing to memory rules which they have little hope of being able to apply correctly and in writing exercises for almost every word of which they must turn to the dictionary.

If the common mode of teaching the classics is so dry and repulsive, and so barren withal, can we blame the pupil if, on finishing his course of study, he is in a hurry to shake off the dust of the school, to consign his Latin and Greek authors to oblivion and cobwebs, and, by a natural reaction, to rush from the classic page to the more attractive effusions of a frivolous and ephemeral literature?

WALKS AND TALKS ABOUT THE SCHOOL ROOM.

BY EUGENIUS.

"Cessante causa cessat effectus."

"How is M. getting along now?" I inquired of Miss —, one morning. Her eyes seemingly danced with delight, as she replied, "Oh he is the best boy in the room." There stood M. in his class, engaged in reciting, the center of attraction for a few moments, although the conversation just narrated was in a moderate under-tone and not especially designed for any others but

ourselves. It was an interesting sight to witness its effect, not only upon the others, but also more particularly upon M. himself. At first a gentle blush stole over his features, but before it had entirely passed away, a peculiarly expressive smile of gratification lightened up his countenance. The blush was possibly the first thing of the kind in his experience, and if so, the sensation must have been a strange one. The smile, however, was something to which he was not a stranger, though previous to this time, it had always had some resemblance to a "sardonic grin," because it had been generally occasioned by witnessing the effect of a mischievous prank on some of his schoolmates, or of some new "torment" for the life of his fair instructor. But, at this time, there was something pleasing in it, something to encourage him and his teacher, because it arose from a consciousness on his part of a triumph obtained by his better feelings over his baser inclinations. The method of treatment which had been suggested by me for him, had been fully followed out, and the same general principles had been observed in the management of the others, and in every instance accompanied with the anticipated success.

One feature in that management was the administration of punishment, or rather a suggestion as to the most appropriate time for its administration. Of all the various duties which devolve upon the teacher, I know of no one so important, no one in the discharge of which there is so great a liability to failure. In considering this subject, three questions present themselves: *First*. For what should punishment be given? *Second*. In what manner should it be given? *Third*. When should it be administered?

Although the penal offenses which wary and unwary youth commit, are somewhat similar to the *et cetera* in a constable's proclamation of vendue, "too tedious to mention," yet for the sake of convenience let us attempt a classification. The most obvious division would be into those committed within the school-room (in the teacher's presence), and those committed without the school-room (out of the teacher's presence). The former, I think, may be traced either to inattention at recitation or general exercises, or to idleness during the time assigned for study. I am aware that teachers are very frequently blamed for matters which are entirely beyond their control, and not within the appropriate limits of their responsibility: yet, from many years' personal ex-

perience and observation in the profession, I am convinced that the inattention above referred to is more generally the fault of the teacher than of the pupils. I have often seen boys and girls punished (severely too) for "not paying attention," when if any punishment at all was necessary or merited, the teacher would have been more properly the recipient. From the nature of the subject under consideration and from the disposition of the pupil, exceptional instances may occur, in which probably it may be expedient to inflict some slight punishment; but it must be remembered that the attention thus secured is only that of the eye or the ear, and unless the attention of the mind is arrested through these channels, the same process must be repeated again and again, and after all no impression (except that on the epidermis) will have been made, no knowledge will have been acquired, no understanding of the subject will have been attained: the explanation or information will have entered at one ear and passed out at the other, and the eyes though fixed intently (in appearance) on the book, board, or teacher, might as well have been the glass eyes of an india rubber doll, so far as they may have indicated any mental operation through them as a medium of intelligence. Pupils will be inattentive when they are not interested in the subject or the exercise, and they will not be interested in either of these, unless it is of an attractive kind or nature, or is made interesting by the teacher.

Idleness is more the failing or misfortune of the scholar than the fault of the instructor, yet the instructor is responsible for the scholar's idleness while in the school room. Human beings in their incipient as well as in their advanced stages of development, seem to be "constitutionally indisposed" to engage in *profitable* mental or physical exertion—a fact directly attributable to the curse pronounced upon their ancestors for disobedience. But amid this uniformity there is a great variety, some being very active and restless, always busy at something, others the reverse, scarcely ever doing anything, yet one common motive, personal gratification, actuates all; one finds enjoyment in activity (whether profitable or unprofitable), the other finds pleasure in the opposite. Now it is the teacher's duty to gradually arouse the latter, and thus secure positive good; and properly direct the former and thus prevent positive evil. I think it is true, theoretically and

practically, that Satan will find something for idle hands to do, and hence it is very essential for that ubiquitous personage to be anticipated. This can be done, and the *inertia* of the lazy can be overcome by awakening and keeping up an interest in *all the studies and exercises* of the school. If, in addition to this, the recitations are made attractive and interesting, inattention and idleness will be almost entirely removed, and with them, nearly all the offenses committed in the school-room. If, after this is done, some reckless lad or lass wilfully persists in improper conduct, endurance then will probably cease to be a virtue, and some appropriate punishment may be justifiable.

With reference to offenses committed without the school-room, observation shows that here also may be traced the influence of idle habits in the school-room: and when this idleness, of which I have spoken, is obviated, a perceptible difference is observed in the pupil's conduct when removed from the personal restraint of the teacher. However, as it is impossible to determine definitely the limits of responsibility and authority in such cases, they must be left with many other matters, to the teacher's common sense. [It is a favorite opinion of J. H. that "common sense is a very uncommon thing." This opinion is held by others also.]

If after mature and prompt deliberation, some punishment is deemed to be necessary, the next question to be settled is, What kind? or perhaps practically, Shall it be corporal punishment or not?—using the phrase in its general acceptation, for frequently some kinds of physical suffering are inflicted, which are much more severe and deleterious, and far more objectionable in certain respects, than "corporal punishment," but they are not included in the common idea of the term. This discrepancy between its etymological and popular meaning was incidentally brought up a few months ago, in the Cincinnati Common School Board. One of the Trustees introduced a resolution requiring the Principal of each District to report monthly to the Trustees the number of cases of discipline. In the general discussion which was elicited, one member inquired what kind of "discipline" was referred to, the answer was "corporal punishment," whereupon another, in a short, pertinent speech showed that before passing such a resolution the Board must determine what would be included under that head. It was laid on the table and its slumbers have never

been disturbed. Much has been written, printed, and said on this subject, a great many (as usual) taking one extreme or the other, either urging its entire and immediate abolition (and rely upon "moral suasion") or strenuously insisting upon it as the most efficient method of reformation for intractable and disobedient scholars (on the principle that "a bird that can sing and will not sing, should be made to sing);" while others take the middle ground, to dispense with it whenever it is possible, yet never to "spare the rod and spoil the child." I think it will be admitted by all who have observed the progress of education and educational facilities for twenty years past, that as communities have advanced in intelligence and refinement, and as schools have progressed in efficiency and interest, the use of "corporal punishment" has correspondingly diminished. In my earlier experience in the profession, I was a firm believer in the potency of the "birch" or its substitute, to subdue the refractory, impart activity to the idle, and infuse smartness into the stupid; but I have since learned a "more excellent way," and I express it as my firm conviction that any one, who, having charge of the government and instruction of a room of pupils, uses "the rod" with any degree of frequency, lacks one very essential qualification of a good teacher. Aim to cultivate not only the respect, but also the esteem of your pupils, by manifesting an interest in the preparation and recitation of their lessons, and, in every way possible, endeavor to throw around the school-room, its labors, its duties and its exercises, a true home-like influence, and then you will have very few complaints about inattention, idleness or other serious hindrances.

AMENDMENTS TO THE SCHOOL LAW.

BY WM. C. CATLIN.*

Do not, fellow teacher, lose your equanimity at sight of the above caption; we are not about to turn legislator and tear in pieces, tinker or cobble that sacred memorial of 1852, the General School Law. We believe we think just as much of it as you do

* Superintendent Public Schools, Elyria, O.

and a *little more*. We regard it *so* highly that we desire to see it *perfected*. Eight years' experience under it have proved it to be in most of its leading features, wisely adapted to develop an excellent system of Public Schools; the same experience has also revealed *defects* in this law—not simply defects in its minor details and practical operation—but defects that lie at the foundation of the system. Of these we propose briefly to speak. We think it is high time to discuss the subject. We think the friends of the School Law have long enough acted upon the cowardly policy of neglecting to ask for needed improvements of this law, lest its enemies take advantage of it and destroy it. Had the lamented Andrews and his able coadjutors acted upon this principle, we should never have had the law. So long as its friends allow themselves to be thrown wholly upon the defensive, so long will there not only be no progress, but attempts will be made (as last winter) to impair it, and they will ultimately be successful.

It is objected that *teachers* should not discuss this subject—that it is intermeddling with the duty of the Legislature, etc., etc. Teachers and Teachers' Associations *can* make themselves ridiculous upon this subject, and so they can upon many others, but it does not follow that a temperate discussion of the subject by them, followed by a recommendation for a modification, is extra-officious. On the contrary, in connection with School Examiners, School Boards and Local Directors who are familiar with the practical workings of the law, it would seem to be their appropriate sphere. On nearly all important subjects coming before a Legislature, the opinions of men familiar with them are sought and have influence.

Our School Law, as we all know, was the prompting not of legislators, but of wise, energetic and intelligent educators. If it is improved it will be because the same class of men lead the way. The stand still policy, in all matters, results in retrogression, and that result, if we are not mistaken, is now commencing with our School Law.

The following changes seem to us absolutely necessary to give due efficiency to the Law:

1. The examination of teachers and their schools should be vested in the same Board. They are effectually *separated* by our law. The County Board of Examiners does the former and it is *made the duty* of Local Directors to do the latter. To say

nothing of other advantages, the examination of the school is usually the more *important* part of the examination of the teacher. In New England, New York and a few other States, these duties are vested in the same officer or officers.

County Boards of Examiners should also be Examiners of Schools, in order to enable them judiciously to execute another authority vested in them, viz: the annulling of certificates for good cause. How is the Board at present to form an opinion as to whether a certificate should be annulled or not? A given state of things demanding it is represented to them by one party and as strictly denied by another of equal credibility. The law neither requires nor authorizes them to visit the school or the district in order to ascertain the facts; if they do so, it is gratuitous. The consequence is that no certificate is annulled, and scores of districts continue in turmoil and strife during an entire school session, when a timely visit by competent authority would have brought order out of confusion by dismissing a teacher found incompetent, or restoring impaired confidence in a worthy one.

I need not speak of the general advantages of this supervision to the school and the district. They are patent to all who are familiar with the good schools in the cities and villages of Ohio. Divest them not only of this through supervision by a competent Superintendent and Committee of Examiners, and you have sapped the foundation of their success and excellent character—indeed such supervision is *essential* to the usefulness of any school. Local Directors either can not or will not—at any rate *do not*—perform this duty with any efficiency if they attempt it—hence we say there is a necessity, either that a County Superintendent be appointed for this purpose, or that the Board of Examiners be required to appoint one of their number to do it. The increased efficiency of the schools under such *competent* supervision would prove an economical application of the salary, and would annually save the squandering of hundreds of dollars upon worthless teachers. If any better remedy can be reached to remedy this defect, let us have that. We will be satisfied when both schools and teachers are placed under the *same competent* supervision, and, we may as well add, nothing short of that ought to satisfy the proprietors of our schools.

Of other improvements we will, if permitted, speak hereafter.

SCHOOL GYMNASTICS.

BY DIO LEWIS, M. D.

The bean bag exercises are the best to begin with. For the average pupil, the bags should be, when finished, eight or nine inches square, sewed with double linen or silk thread and three-quarters filled.

The beans should be rinsed until the water runs from them quite clear, and then dried before they are put in the bags. As often as once in two weeks the bags should be emptied and washed, and as often as once a month the beans should be rinsed. The young ladies who continue to use the dirty bags which I see everywhere, soiling their clothes and hands, and filling their lungs with fine dust, must have a strong instinct for exercise.

The bags ought not to be used more than a quarter of an hour each day, and never at all except under the eye of the teacher and with thorough discipline. When a military company shall prosper with dirty muskets and bad discipline, then a school may continue to feel a lively interest in these bag exercises managed as they usually have been. A trunk or box with a lock, in which the bags may be kept when not in use, is a good expedient.

All this will cost but little money and time, and must be carefully observed by all who would not see their pupils kick a mass of dirty bags into a dirty corner to leave them there in disgust. Schools in which I have taught, between one and two years, use the bags now with more than double the interest of the first month.

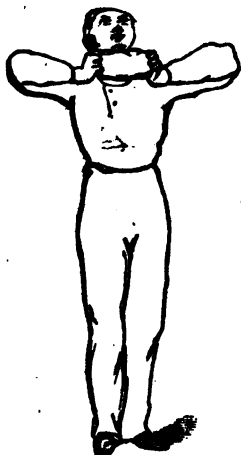


Fig. 1.

No. 1. Arrange your players in two classes, standing in the aisles or otherwise. The classes should face each other, and be about six feet apart. Each pupil plays with the one who stands exactly opposite him; one bag to each couple. The teacher gives the word *one, two, three*, and the bag is thrown backward and forward ten, twenty or fifty times, as the teacher may indicate. It should be thrown as represented in Fig. 1, and never tossed from the lap. As each couple finishes the number announced by the leader, the bag is held up as high as may be, and the number cried in a loud voice.



Fig. 2.



Fig.



Fig. 4.

No. 2. The same as No. 1, except the right hand only is used, the left one being held on the side, as shown in Fig. 2.

No. 3. Same as No. 2, except the left hand is used in throwing the bag, while the right hand is held on the side.

No. 4. Same as the last except the bag is thrown from the position represented in Fig. 3.

No. 5. Same as the last, except the bag is thrown with one hand as shown in Fig. 4.

No. 6. Same as No. 5, except the left hand alone is employed



Fig. 5



Fig. 6.



Fig. 7.

No. 7. Hold the bag as represented in Fig. 5, and throw it over your head to your partner ten to fifty times, as in all the previous ones.

No. 8. Throw from the position represented in Fig. 6. In catching, the hand must be held in the same position.

No. 9. Same as the last, except the left hand is used in throwing and catching.

No. 10. Each player turning his right side toward his partner, will throw it from the point of the elbow, keeping the fore-arm vertical, as seen in Fig. 7.

No. 11. Same as the last, except the left elbow is used.

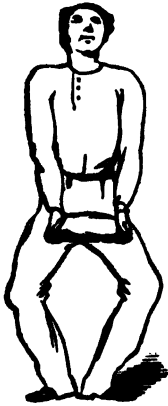


Fig. 8.



Fig. 9.



Fig. 10.

No. 12. From the position shown in Fig. 8, toss the bag from ten to fifty times, as in all the previous exercises.

No. 13. Turning the right side toward your partner, throw the bag from the position shown in Fig. 9.

No. 14. Same as the last, except the throwing is to be done with the left hand.

No. 15. Turning the right side toward your partner, again throw with both hands from the chest.

No. 16. Turning the left side toward your partner, throw with both hands from the chest.

No. 17. Turning your right side to your partner, throw the bag from the position seen in Fig. 10.

A FEW HINTS ON TEACHING WRITING.

BY THE EDITOR.

Our first essays at learning to write were made almost without instruction. The teacher, as was then customary, "set the copies" out of school hours, grading the same so as to correspond with the attainments of the writer. The first copies usually consisted of long straight (?) marks; these were followed by a large round "coarse hand," which finally dwindled to a "fine hand" (?), setting forth proverbial wisdom in regard to studiousness, perseverance and industry, never omitting that sublime couplet,

"Many men of many minds,
Many birds of many kinds."

During the exercise of writing, the teacher was mainly engaged in mending pens; occasionally he would find time to take the pen of some scholar and write a line. Such attentions, however, were like "angels' visits," and for a reason we did not then quite understand, fell mostly upon the girls' side. The only light we can now throw upon the subject is the fact that we only attended the winter school, which, of course, was not taught by a lady!

Such was the instruction we early received in penmanship. Knowing no better, we gave the same in our first efforts at teaching; and the belief that the farce is now being repeated in hundreds of our schools, has induced us to sketch it. The picture is no caricature. It is faithful and life-like.

The introduction of copy-books into nearly all of our best schools presents a uniformity of hand-writing and thus avoids one serious objection to the old plan of setting copies. The copy-books, however, are chiefly used in those schools most favored with permanent teachers. Their use would be most advantageous in schools taught on the itinerant plan. Another advantage in the use of copy-books lies in the fact that the copies are *progressively graded*, leading the scholar from the simplest elements to the more complex combinations. Then, too, these books are generally prepared by distinguished penmen, and represent a style of penmanship worthy of imitation and acquisition.

But the servile use of copy-books, even the *Spencerian*, which in our judgment, are the very best published, will not answer. *Writing must be taught by the living teacher.* Copies and copy-books are needed for practice, but there must be instruction and drill outside of them. The teacher should make the intelligent imitation of the copy possible by preparing the way upon the board. The black-board is the complement of the copy-book, or rather its necessary adjunct. Let us descend to details.

Require each scholar to be provided with a blank book for exercises, or, what is better, with paper cut into pieces of uniform size. Commence with what you regard as the simplest principle in writing. We do not mean the simplest *element*, since there are really but two elements—straight and curved lines. We refer to those few fixed forms which properly combined, with slight modifications, form all the letters of the alphabet; such as the closing part of the *i*, the first part of the *m*, the small *o*, the *l*, etc. Prof. SPENCER'S Analysis gives eight principles—three of which enter into capital letters. Make the principle upon the board; analyze it; show how it should be made, and, what is equally important, how it should *not* be made. Then let the pupil write upon paper, repeating the principle a given number of times upon each line. Pass quietly through the room to detect errors in slope, form, etc. Produce the more common errors upon the board, always securing the attention of the entire class to every black-board illustration. At the close of the lesson take up the written exercises for examination. If some such check is not used, scholars will write these exercises in a very indifferent manner.

A thorough drill on each of the elements gradually extending to their combination in the formation of letters, will afford numerous black-board exercises.

If the copy-books used by all the scholars contain the exercises illustrated upon the board, they may be used at each alternate lesson. The teacher, however, should give his whole time to instruction. Here the slope is wrong; there a pen is held badly; and here, again, is a bad position. All these things must be corrected. It is not enough that scholars *know* how to hold the pen, how to sit, etc. They must form the habit of acting in accordance with their knowledge. More anon.

Mathematical.

"AN ACCURATE RULE" NOT ACCURATE.

Most of our works on arithmetic call in question the correctness of the common mercantile method of equating the time for the payment of several sums of money with different terms of credit. The following is the concluding portion of an article upon the subject in *Bryant and Stratton's Commercial Arithmetic*:

The following is given by these authors as the "only accurate rule: "

"Find the present worth of each of the given amounts due; then find in what time the sum of these present worths will amount to the sum of all the payments."

The inaccuracy of this "accurate rule," tested by the logic of its authors, will appear from the following:

The equated time for the payment of \$200, \$100 of which is now due, and the other \$100 due in two years, as found by this rule, is 11.32075 months. Now, the amount of \$100 for 11.32075 months, at 6 per cent., is \$105.660387; the present worth of the other \$100, due in 12.67925 months, is \$94.03832, and $\$105.660387 + \$94.03832 = \$199.698707$, whereas it ought to be \$200.

It is also evident that the equated time, as found by this "accurate" rule, will not be the same for all rates of interest. At 50 per cent. the equated time of the above example is 8 months, and the error, by the above test, \$8.33 $\frac{1}{3}$; at 100 per cent. it is 6 months, with an error of \$10.

This supposed accurate rule is based upon the principle that the amount to be paid on a debt due at a future date, without interest, at any time previous to this date, is the present worth of the debt at any prior date, plus the interest of the present worth up to date of payment. The incorrectness of this principle is easily shown. Suppose I owe a man \$100, due in two years, without interest; how much ought I to pay in one year?


The present worth of \$100, due in two years (at 6 per cent.), is \$89.2857, and the interest on this sum for one year is \$5.3571; hence the sum to be paid is $\$89.2857 + \$5.3571 = \$94.6428$. The true amount to be paid, however, is the present worth of \$100, due in one year, which is \$94.339.



PRIZE SOLUTION.

We will send a copy of *Bryant & Stratton's Commercial Arithmetic* to the subscriber that will furnish the best original solution of the following problem. The solution must reach us by January 1st. The problem is not difficult.

I bought a lot of coffee at 12 cents per pound. Allowing that the coffee will fall short 5 per cent. in weighing it out, and that 10 per cent. of the sales will be in bad debts, for how much per pound must I sell it to make a clear gain of 14 per cent. on the cost?

Editorial Department.

A REQUEST.—We have an interesting request to make of all our subscribers whose term of subscription expires with the present number.  PLEASE RENEW AT ONCE. Enclose one dollar in a letter, and if possible secure another from a new subscriber to keep it company, and send the same to, *E. E. White & Co, Columbus, Ohio*. The *safest* mail for remitting money will be the *first* one after reading this suggestion! Current funds may be sent at our risk.

 WE SHALL MAIL THE JANUARY NUMBER ONLY TO THOSE WHOSE TERM OF SUBSCRIPTION DOES NOT EXPIRE WITH THE PRESENT VOLUME. 


This remark does not apply to members of *Boards of Education*. Inasmuch as their annual meeting does not occur until April, we shall continue to send the *Monthly* to them until the township clerk, by their authority, orders it discontinued.

ARTICLES FOR JANUARY.—We have in type for the January number, a capital article from the pen of Prof. MARK BAILY, of Yale College, on *Elocution in the Common School*. It is the best article we have ever seen upon the subject. We regret the unavoidable delay in its appearance.

We expect also to present to our readers an excellent article on the *Teaching of Map Drawing*—presenting practically the mode used in the Zanesville Schools; also one on the *First Lessons in Reading*, exhibiting the plan pursued in the Sixth District School, Cincinnati. Dr. LEWIS will furnish three articles (perhaps more) upon *School Gymnastics*, with illustrations. The second will appear in the January number. We have also on hand a thorough article upon the *Subjunctive Mode*, etc., etc. In short our magazine is full.

POSTPONED.—We have recently visited a number of schools, but our observations must wait for our next issue. We present in their stead the notes of the Commissioner upon his recent official travels. If his trips were as *racy* as his notes, he made good time.

We also postpone our serial article upon School Discipline. Our contributors speak for us in this number. We intend to make our articles as suggestive and exhaustive as possible, and we prefer to have the entire series fall in the same volume.

 We expect soon to spend one week in the Cincinnati Schools. We shall aim to skim the very cream from their excellent methods of instruction for the benefit of our readers. We shall spend most of our time in the District Schools, since the work done in them will most profit a majority of teachers. We shall make our notes special.

THE CLOSE OF THE VOLUME.

The present number completes the volume. The year has been one of peculiar and sore trial, but its close finds us hopeful and cheery. Eight months ago, we found the *Monthly* well nigh amid the breakers, and scarcely had we taken the helm when a financial storm of unparalleled severity burst upon us. We have put forth every possible effort "to tack" and get to sea. We now feel that we are under headway. The sea is smoother: we take courage.

For the measure of success attained, we are greatly indebted to those who have so nobly assisted us by soliciting subscribers or by contributing to our pages. Without such timely aid, we must have failed. We feel that our enterprise has the good will and confidence of the active friends of education in the State; and that we can rely upon them for increased co-operation and assistance.

Of the character of the *Monthly* we need not speak. Our readers are capable of judging of its merits for themselves. While it is certainly not as good as it might have been made, the very flattering notices it has received from the press and from teachers of all grades are full of encouragement. One fact, at least, is significant. We have heard no complaint that it is not *practical*; though some of our readers have had frequent *billious* attacks, affording the usual occasion for such disfavor.

Our contributors have been such as do not "make ashamed." We have endeavored to enlist the best educational writers in the State, and we think that an examination of our table of contents will show that we have been successful. We hope to retain our present force, and to increase it both in quantity and quality. We shall aim, as heretofore, to admit no article that does not meet some educational *want*; in short we shall strive to make the *Monthly* still more practical.

We know that we can improve our pages in future, and we hereby pledge ourselves, if life and health are spared, to make the *eleventh* volume of the *Monthly* considerably better than the *tenth*. Our editorial quill feels freer, our acquaintance is more extensive, and our purposes are better understood by our contributors. If the humble teacher now finds our pages *profitable* to him in his work, we intend he shall feel that they are *indispensable*. In common with other educators, we believe that there is no available instrumentality more efficient in elevating the character of school instruction than a vigorous, wide-awake, practical Educational Journal, and that the more directly its pages bear upon the teacher's *every-day work*, the greater its usefulness.

We have attended to the business department of the *Monthly* personally. We have aimed to be *prompt* and *accurate*. In mailing, we have spared no pains to avoid mistakes, and the very few complaints received, and most of these not due to our office, are a gratifying evidence that our labor has not been in vain. We intend that those who subscribe for the *Monthly* shall receive it and "in good season."

To those who have expressed solicitude in regard to our remaining at our present post, we would say that it is our purpose so to do. We know of no other available position in which we can do more for the great cause to which our life is devoted. If we are not greatly mistaken in regard to the dangers that now threaten our School System, we are in the way of duty.

Within a few weeks we have had tempting opportunities to lay down the pen and enter again upon the work of school supervision. Against all such inducements we have set our face. We shall first do the work we have undertaken, viz: To make the *Monthly* an efficient "arm of the service," meriting, and, if possible, securing a generous support.

JOSEPH RAY.

The April number of the *Monthly* contained a brief biography of this noble man which was designed to be accompanied by the portrait which adorns our present issue. Inasmuch as nearly one half of our present readers did not receive that number, we propose to present very briefly some of the leading events of his life.

Dr. RAY's early life was not unlike that of many of the self-made scholars of the West—he taught and worked his way through College. In 1828, he came to Cincinnati to study medicine, graduated, after a due course of study, at the Ohio Medical College, and soon entered the Commercial Hospital as a surgeon. His practice, however, was brief. In 1831, he entered the preparatory department of Woodward College as a teacher, and, in 1834, was promoted to the position of Professor of Mathematics. In 1851, the College gave place to the present High School, and he was elected Principal. He presided over the school with signal success until his decease in April, 1855. He died in the 48th year of his age.

In 1834, Truman & Smith of Cincinnati, published his first work on arithmetic—part third. Its great popularity induced him to undertake the preparation of a series of mathematical works. He soon wrote and published three treatises on arithmetic and two on algebra. Since his death another and higher work on arithmetic, nearly or quite completed by him, has been published.

These works have had an almost unparalleled circulation and are used with satisfaction by many of our most eminent teachers. In our judgment, their leading characteristic may be expressed in a single sentence. They are *practically thorough*. The first arithmetic published (part third) as now revised, is the model book of the series.

Dr. RAY was a prominent and active member of the State Teachers' Association, was rarely absent from its meetings, and always manifested a deep interest in its success. In 1853, he was chosen to preside over its deliberations, which position he filled with his accustomed urbanity, devotion, and efficiency.

In 1854 he was appointed one of the associate editors of the *Journal of Education*, which position he occupied at the time of his death. During a part of this time, he was editor of the mathematical department.

The above is a meagre outline of the life and services of this eminent scholar, teacher and author. It was a remark of Chrysostom that "The countenance of holy men is full of spiritual power." As we look upon the face of Dr. RAY, which art has preserved for us, we need not be told that the virtues of his private life shone with a lustre not inferior to that of his public career. Though dead he yet speaketh.

NOTES OF RECENT TRAVELS.

We, in these notes, means not the responsible, but the irresponsible editor of the *Monthly*; the " & Co.," spoken of on the first page of the cover. For about two months during the past Autumn we were "in journeyings often," and many matters of interest came under our observation. But in a single number of the *Monthly*, space can not be afforded for more than a passing notice of each locality visited. Of some of them much of general interest might be said, which can not now be written. We took no notes as we traveled, and we now write entirely from memory. Still, we are confident that no important mistakes, or errors in respect to facts, will be committed in what we shall say.

OBERLIN is a good point to start from in fulfillment of any mission of good will to men. We went there September the 7th, and there tarried two days. We saw Oberlin for the first time July 4th, 1835. And what a change has been wrought there during these twenty-six years! Then the village consisted of one very large tent, and a score of very cheap buildings. The most noticable characteristics of the place were mud, Graham bread and "visible admixture." Now, Oberlin is a large and well-built village. Very few towns in Ohio show more taste in the way of grounds, shrubbery, etc. The people are distinguished for intelligence, cheerfulness, industry, patriotism and morality. The college has become a power for good, and it is every year rising in character. The public Schools were not in session, but an address upon the subject was attended by more than a thousand people.

MILAN is dear to our heart. In the days of our youth we spent two bright years there, a member of "Huron Institute." From citizens, teachers and our fellow pupils, we experienced the kindest attentions; and the associations of those days live in our memory, and in our heart's warmest affections. But how many of our friends, both of the village and of the Institute, sleep in death! A large majority of them have passed into the eternal world. Among them was that most eloquent preacher,—that noble Christian man, EVERTON JUDSON. What multitudes arise and bless that name, so precious to their souls! But we must here give no further expression to reflections upon the past. The Normal School, under the charge of Mr. Newman, assisted by Dr. Cornell and Miss Penfield, is a most excellent institution. It richly deserves the fullest confidence and the most liberal patronage.

SANDUSKY is founded upon a rock. But that is not the reason why the schools of that city so firmly maintain their ancient reputation for unsurpassed excellence. Mr. Cowdery remains there, *that's the reason*, and an all-sufficient reason, too. Ten years ago we woke up one pleasant morning and, greatly to our surprise, found ourself Superintendent of the Toledo Schools. We knew little of the duties which we were to meet. When S .

Paul would become acquainted with his new duties, he ascended to the third heavens, and heard lessons in words not lawful for man to utter. We didn't follow his example, but we did the next best thing. We went straight to Sandusky, and, with docile spirit, sat for three days at the feet of Mr. Cowdery; "both hearing, and asking him questions." To this day we thank him for all we were taught by him. And now, for some fifteen years he has engineered the Sandusky Schools, and it would be strange indeed if they were not as good as the best. It should be understood that the true way for securing a good school in any city, is to employ a good Superintendent, pay him a fair salary, and *keep him*. The principal of the High School, Mr. Cotton, has held his position for ten years. And long may it be proudly said of that school—"Cotton is King!"

KENTON, in Hardin County, is a thriving village. The school-house, erected three years ago, cost nearly twenty thousand dollars. It is an honor and a blessing to Kenton. Mr. Adams, recently from New York, is the Superintendent of the Schools. During the long vacation he had charge of a "Normal Class," composed of those who designed to become teachers. Mr. Adams understands his business, and his pupils seemed to be making good progress under his instructions.

SPRINGFIELD. The public schools were not in session when we were there. We visited the Greenway School, under the care of the Rev. Ohandler Robbins, and the Female Seminary, at the head of which are the Rev. Messrs. Rodgers and Wilson. More beautiful locations than these schools have, are seldom seen. Mr. Robbins has long been an earnest advocate for the adoption of measures for securing an improved condition of public schools in that city. We trust that the day is not distant when his views will prevail. Herod beheaded John, and Springfield has beheaded its public school system. The *high* department has been cut off. And a decapitated school is worth little more than that brave old Baptist was after his head was missing. Let us hope that John will rise from the dead, and mighty works show forth themselves in him.

CHARDON is a city set on a hill. Up, up, up you go from Painsville, twelve miles up. It reminded us of the words,

"Might I but climb where Moses stood."

But when you reach Chardon, you find it one of the neatest and most attractive country villages that the State furnishes. The people are intelligent and prosperous. In no place have we ever been more kindly welcomed. Mr. Strong is principal of the schools, having two assistants. A better school-house is much needed. Many inquired after Dr. A. D. Lord, who commenced his course of distinguished usefulness at Kirtland, not far from Chardon. They hold him in the highest esteem.

PAINSVILLE has greatly improved since our former visit, three years ago. We think it one of the most desirable towns in the country, as a place of residence. We visited the "Lake Erie Female Seminary." The building

is a model of beauty and convenience. Miss Sessions is principal, with competent assistants. The new Public High School is a splendid building; the finest we have ever seen, for the amount of its cost. Mr. Oatman is the efficient Superintendent of Schools, and proves himself to be "the right man in the right place." Though the evening was miserably dark and rainy, a good audience greeted us, and with exemplary patience listened to an address not remarkably profound or eloquent.

CLEVELAND was dark and dismal, drenched in rain and full of mud, on the 27th day of September. As we, bundled in overcoat and shawl, entered a close hack at the door of the Weddell, we were sure that the dedication of the West Side High School building would be "postponed on account of weather." But an agreeable surprise awaited our arrival. The large hall was filled with as fine a congregation as any modest man (ourselves, for instance,) could desire to address. The long and heavy lecture was followed by a brief but most eloquent "dedicatory" by Mr. Palmer, an extract from which appeared in the last number of the *Monthly*. Most charming music was furnished by a quaternion of melodious young gentlemen. The building excites the just pride of all Clevelanders. We congratulate Mr. Hopkinson on having such beautiful "quarters" for his regiment of pupils.

UPPER SANDUSKY can not afford a Superintendent of Schools. Miss Jane Jackson teaches the High School. She was Principal of a Seminary in Columbia, Tennessee, and received a very liberal salary. Three of the daughters of Gen. Pillow were among her pupils. But her loyalty and patriotism were too decided to suit her patrons, and she returned to her home in Ohio.

TOLEDO teachers have for their motto, "Vestigia nulla retrorsum." The favorite order of Superintendent Brown is, "Forward—double quick—march!"

BRYAN has a respectable school-house, good teachers who receive fair salaries, and a most excellent Superintendent, Mr. Henry Newbegin; but many of the people are like the man we read of—"care for none of these things." It is hard work to teach where parents feel little interest in the education of their children.

We must stop short in the middle of our travels, for the reason that no more pages can be devoted to this subject in the present number of the *Monthly*.

THE FALL INSTITUTES.

Few Institutes have been held in the State during the autumn, but the attendance upon these shows that teachers are still alive to their duties. It doubtless costs a little more effort to get up an Institute now than in ordinary times. The attention of the public mind is greatly diverted from the subject of education by the all absorbing question of war. Still we believe, from the success of the Institutes held, that there are many counties in which a similar success might be attained.

In this connection, we wish to offer a suggestion or two in regard to the proper method of getting up and conducting an Institute.

After enlisting the co-operation of a few prominent Educators in the county, two or three competent instructors should be secured. Very much depends upon the selection of the right kind of men for this duty. Many good teachers cannot interest and profit an Institute. We do not like to listen to men who know no more than ourselves upon the subject in which they propose to instruct us. Avoid also mere theorists — men who can talk by the hour upon all subjects under the sun except the practical duties of the teacher. The instruction of an Institute should be mainly such as the teachers can carry away with them and use in their school-rooms.

We will add further, that teachers assemble at an Institute for a *special* purpose — the better preparation for their work. There should, therefore be a judicious division of time between their various duties. The scheme of instruction should be so arranged as to meet the pressing wants of the humble teacher. Learned disquisitions upon the more intricate problems of science, or literary lectures upon popular themes, are out of place. The evening addresses, usually listened to by citizens as well as teachers, should aim directly to impart correct views of Education, the reciprocal duties of parents and teachers, etc. An Institute should leave in a community a truer and healthier school sentiment.

We add brief notices of all the fall Institutes of which we have any knowledge.

SOLOX.—The annual meeting of the Cuyahoga County Institute was held in Solon, commencing Sept. 16th, and continuing five days. We were not able to be present, but learned from reliable authority—not one of the Washington reportorial kind that do actually *relie*, that is, lie *twice* in the same telegram—that it was “the best Institute ever held in the county.” Over one hundred teachers were present.

The instructors were as follows: In Arithmetic, S. BIGELOW; Grammar and Physical Geography, S. A. NORTON; Elocution, A. A. GRIFFITH; Physiology, Dr. STERLING. Lectures were delivered by President HITCHCOCK, of W. R. College, Col. J. A. GARFIELD and Prof. RHODES, of Hiram, E. P. INGERSOLL, and Dr. W. C. CATLIN.

The following officers were chosen for the ensuing year: President, E. P. INGERSOLL; 1st Vice President, S. BIGELOW, 2nd V. P., L. C. PRATT; Executive Committee, S. PATRICK, Dr. STERLING and R. F. HUMISTON.

The committee are already making preparations for the semi-annual Institute to be held in April next. The Cuyahogas evidently have confidence in “the powers that be.”

McCONNELLSVILLE.—We have had a low estimate of slack-water navigation, but a trip down the Muskingum on one of the loveliest of autumn mornings, somewhat modified our views. We like a steamboat. Arriving at McConnellsville, we found the village filled with the fame of our honorable associate's eloquence and wit. We saw, for once, at least, that there was no special fitness in the big wheel of a wagon's getting into town first.

The Institute convened on the 15th of October and continued two weeks, Cyrus McGlashan being the presiding officer. About fifty earnest teachers were in at-

tendance. The corps of instructors was as follows: Elocution and Geography, Chas. S. Royce; English Grammar, Wm. Bogle; Arithmetic, Geo. W. Pickrell; School Government, Primary Instruction and Spelling, E. E. White. Lectures were delivered by Hon. Anson Smyth, Rev. T. M. Stevenson, Chas. S. Royce, and E. E. White. Friend Royce seemed to be "the man of all work." If Free Gymnastics can put such working power into a man, we wish that the army of the Potomac might be put through a course.

The Institute paid a just tribute to the memory of the late President Andrews, by the passage of appropriate resolutions. We have no space to copy them.

At the next meeting a copy of Webster's Unabridged Dictionary is to be awarded to the best reader, to be determined by a committee, appointed for the purpose.

The following officers were chosen for the coming year: President, Rev. W. M. Grimes; Vice President, Enoch Dye; Secretary, Cyrus McGlashan; Executive Committee, Col. Wm. Hawkins, F. W. Wood, Wm. Bogle, Samuel Chognill, A. W. Naylor, Jephtha Embree, John Robb.

The *Enquirer* states that the Institute was a complete success, and that the teachers were well satisfied and adjourned with bright prospects for a better Institute next year.

AKRON.—We had looked forward with a peculiar interest to the meeting of this Institute, inasmuch as we should then labor upon the very spot where the State Teachers' Association and one of the first Union Schools in the State were organized. Although Akron thus early took the lead in educational progress, she has since fallen quite behind many of her sister towns. This has been mainly due to a frequent change in the office of Superintendent. The former Boards have seemed to believe "in proving all things," but have not held fast to that which is good. I. P. Hole, the present efficient Superintendent, is restoring the ancient regime. He is assisted by over half a score of as fine looking lady teachers as the county contains, and this is compliment enough, for we confess to a partiality for Summit ladies, at least, so says the "record."

The Institute was one of the pleasantest we have ever attended. Toward eighty teachers were in attendance. During the day, the exercises were held in the commodious room of the High School; the evening sessions were in the town hall. The citizens manifested a lively interest in the exercises by their presence. The success of the Institute was largely due to the promptness, energy and efficiency of Mr. Hole. His arrangements were complete and were carried out with the utmost precision—a very essential feature in directing an Institute.

Instruction was given as follows: Arithmetic and Geography, I. P. Hole; Theory and Practice of Teaching, and Mental Philosophy, Dr. A. D. Lord; Elocution, A. A. Smith; Physiology, Dr. Bowen; Vocal Music, Prof. Webster; English Grammar, Spelling and School Government, E. E. White. Public addresses were given by Messrs. Lord, Hole, Smith, White and Rev. Mr. Williams.

On Thursday evening, we handed over our work to Dr. Lord and left for New Lisbon to spend one day with the teachers of Columbiana.

NEW LISBON.—Here we expected a good time of observation, but, as seems to be our fate, we were doomed to experience that,

"All work and no play
Makes Jack a dull boy."

The attendance was about the same as at Akron, and the Institute seemed to be in every way a success. We condense the following from the official report furnished us for publication:

A large number of the teachers of Columbiana county, assembled in the Union School Building at New Lisbon, on Monday, Oct. 28th, 1861, for the purpose of holding their Eleventh Annual Institute.

The officers of the Institute were, President, D. Anderson, Vice President, Wm. H. Dressler; Treasurer, E. Garside; Secretaries, James S. Robertson and J. K. Lowrie.

Committee on Business—Misses A. McElroy, Louisa Brough and Mattie Scott. Messrs. Wm. Johnson, Wm. H. Dressler and B. Miller.

Committee on Finance and Enrollment—Misses Helen McLaughlin, Sallie J. Shirts and M. A. Adams. Messrs. S. S. Crow, B. F. Dyke and J. F. White-leather.

The regular lecturers during the week were, Thos. W. Harvey of Massillon and Charles S. Royce of Norwalk.

The following subjects were presented: English Grammar, Analysis and Physical Geography, by Mr. Harvey. Arithmetic, Elocution and Gymnastics, by Mr. Royce.

In addition to the above, the subject of Arithmetic was presented by Mr. E. E. White of Columbus, and School Government by Mr. White, and, also, by Mr. M. D. Leggett of Zanesville.

The evening sessions of the Institute, were held in Union Hall, capable of holding from eight hundred to a thousand persons, which was crowded to overflowing. Three lectures were delivered by Mr. Harvey, and one each by Messrs. Royce, Leggett and White.

The committee on Finance and Enrollment reported 85 members in attendance—53 males and 32 females.

The following resolutions, presented by the Business committee, were unanimously adopted:

WHEREAS, The members of this Association are conscious of the growing demand for intelligent instructors, who can successfully train the entire being of our rising generation; therefore,

Resolved, That the teachers assembled at this Institute put forth more powerful efforts to inculcate, not only scientific knowledge, but also the higher principles of virtuous patriotism and religion.

Resolved, That the kindest thanks of the Association be extended to Messrs. T. W. Harvey, C. S. Royce, M. D. Leggett and E. E. White, for their efficient labors among us.

ROOTSTOWN.—On our return from New Lisbon, we learned from Mr. PICKETT, of Alliance, that a successful Institute had just closed at Rootstown. From a brief notice in the *Democrat*, given below, we conclude that the teachers of old Portage believe in a "multitude of counsellors:"

INSTITUTE AT ROOTSTOWN.—A very successful and pleasant Teachers' Institute was held at Rootstown last week—its session being held in the Academy

building at the Center. W. Patton was the presiding officer; H. L. Reed, Secretary. The following prominent teachers and citizens were present, and took part in the exercises: Pres. O. N. Hartshorn, Prof. I. O. Chapman, Prof. G. W. Clark, Mt. Union College; Prof. J. H. Rhodes, B. A. Hinsdale, Eclectic Institute, Hiram; J. K. Pickett, Supt. Union Schools, Alliance; H. D. Smalley, Principal Academy, Randolph; Capt. F. A. Williams; D. D. Pickett, Supt. Ravenna Union Schools; Rev. E. E. Lamb, and Rev. Mr. Wells, Rootstown; H. M. Lewis, Lima. In addition to the teachers present, during the entire session of the Institute, there was a large attendance of citizens, and the exercises were of marked interest throughout.

The Institute closed upon Saturday, with an examination of teachers, conducted by the Board of County Examiners—Messrs. L. D. Woodworth and D. D. Piccett. There were fifty applicants present.

SKILFUL PRACTICE.

We commend the following brief extract from a private letter to Superintendents perplexed with crowded Primary Schools :

"Here, however, (in the Primary) there are 82 scholars to a single teacher ; To remedy this somewhat, we have cut the classes down to half time ! giving two sessions of a half day each, and thus making but about 40 pupils assemble at each half day's session. In one sense, I consider this a decided advance. I believe three hours a day is abundant time for any child of Primary grade to be confined at school-work, and I sincerely hope the session may never again be lengthened. I do hope, however, that the Board will find speedily the means of making three schools out of the one—and employing three teachers—each but to work the half day in presence of the scholars. Something, too, can, I hope, be done toward diminishing and replacing with a more philosophical method, the present eternal round of abstract presentations, under which first truths are concealed from the children in these schools. I am satisfied, and have long been so, that our primary teaching is all wrong—fundamentally so—but where is the money to set it right? Object-teaching will cost *twice* as much as the old way—and the Devil knows well how to use that argument. Then, too, it will require so much brain and knowledge in the teacher—and teachers with either are so scarce."

OBSCENITY.—We have often been shocked at the indifference of school guardians upon this subject. How many school buildings in Ohio are pure to the eye? We cannot say—there are doubtless very many—but we know there are hundreds of school premises which are shameful and shameless. The following experience, embodied in a private letter from a friend, is not singular. We need plain words upon this subject. He says: "I found the school-building pretty much demolished, as to the inside. Seats whittled and damaged every way, beyond belief. All manner of indecent figures and expressions *cut* into the wood-work—in full sight of teachers (women) and staring into the innocent eyes of little girls."

We are aware that much of this work is not justly chargeable to our school children; that school buildings are much used for public purposes, and that the premises—out-houses, fences, doors, etc.,—are constantly exposed to the chalk

or knife of the low and vulgar. It makes no particular difference by whom done. The influence of such silent teachers is intolerable. Make war upon them at once; have the premises put into a proper state of repair.

THE COMMISSIONER'S TROUBLES.—The School Commissioner is exceedingly busy in getting returns from auditors of counties. It costs him an immense amount of labor to secure such reports as are required. A large number are every day rejected, or returned for completion. The cause of this trouble is strongly put by one of the auditors in a letter to the Commissioner. He says, "The difficulty is that a great many of the township clerks is ignorant of the business they was elected for." We believe it.

But what excuse can be pleaded by the school examiners in the following counties, who have not (Nov. 18th) made their reports for the year ending with August; namely, Allen, Gallia, Noble, Paulding, Perry, Pickaway, Preble, Richland and Vinton. They have been repeatedly urged to attend to the business, but all in vain. Will our readers in these counties be so kind as to wake up these sleeping sentinels?

WELL DONE.—At the Elyria meeting of the Association, Mr. STEVENSON, of Norwalk, added his testimony on the value of the *Monthly* by pledging twenty-five new subscribers. On the 10th inst. we received from him the names of thirteen subscribers, in addition to those already received, accompanied with these words: "I have now redeemed my pledge, which was twenty-five, but I will run the list up to *fifty*, if I can." Reader, cannot you do likewise?

Dr. CATLIN set his "first goal at *fifty*." His last remittance (Nov. 13) runs his list up to *sixty-six* and still he says, "I shall *press on*." Previous to the meeting of the Association, we had not five subscribers in all Lorain county. We shall expect one *hundred* before the next meeting.

O. B. WALLING, of Canal Dover, one of the examiners of Tuscarawas county, has secured toward *forty* subscribers within three months.

These are examples worthy of imitation. Many others are doing well—some nobly.

MR. SULLIVAN'S ARTICLE.—We fully agree with the positions taken by this distinguished teacher and scholar. To cram a boy with Latin accidence and rules of syntax, and then set him to reading fables and scraps of Roman history, is as unphilosophical as vexatious. In our judgment, more real knowledge of Latin can be obtained in the thorough mastery of Harkness' Arnold's First Latin Book, than in years of such study. We know of very few good Latin teachers that adhere to the old method.

THE JOURNAL OF PROGRESS.—Mr. LONGLEY wishes us to say that he has a limited supply of back numbers from January till August—eight numbers—containing 256 pages of original and valuable educational reading matter. Most of it was written by talented and prominent educators in the West, and has never appeared in any other periodical. At the subscription price—\$1 a year—they would be worth 66 cents; but, in consideration of the discontinuance of the *Journal*, he will send complete sets of them at half this rate—33 cts.

Address: E. LONGLEY, Loveland, O.

PERSONAL.—Hon. H. H. BARNEY, formerly School Commissioner, has been elected Superintendent of the Salem Schools. We welcome Mr. B. to his old profession and congratulate the Board of Education on their good fortune. Mr. W. H. HOBBS, of Cleveland, received the appointment of the Board, as announced in our last issue, but he could not leave Cleveland before Christmas so that a new appointment was made with the above result.

Mr. S. M. BARBER, Superintendent of the Ashland Schools, has enlisted in Col. Garfield's Regiment—the 42d. The Board of Education has given him a leave of absence, with the hope that he may be able to resume his duties in a few months. The *Ashland Times* pays a merited tribute to Mr. Barber's faithfulness and efficiency, and says it will be next to impossible to fill his place. Our subscription book contains numerous evidences of his active zeal in his work.

E. H. ALLEN, Superintendent of the Chillicothe Schools, has recruited a company, but at this date (Nov. 18) has not secured a release from the Schools. BENJAMIN F. STONE, jr., assistant in the High School, has enlisted in the 73d Reg. There is a possibility of all the other male teachers doing likewise. ROBERT E. BEECHER, a graduate of Williams College, succeeds Mr. STONE in the High School.

LUCIEN EATON, Principal of the Cedar St. Grammar School, Cleveland, has recruited a company for Missouri service, and has been commissioned as Captain.

T. J. COCHRANE, our late associate at Portsmouth, has recruited a company and joined the 77th Regiment. When action comes he will be *in medias res*.

Prof. CLEMENT LONG, D. D., of Dartmouth College, formerly Professor in Western Reserve College, died on the 14th of October.

Mr. JNO. KNEELAND, one of the Resident Editors of the *Massachusetts Teacher*, was married to Mrs. A. Fessenden, of Roxbury, on the 23d of October. We thought that something was going to happen when we read that *taking* editorial in the *Teacher* for October.

We learn from the Conn. Com. School *Journal* that a regiment is to be raised in Massachusetts under the auspices of teachers, and that it is expected that JOHN D. PHILBRICK, Superintendent of the Boston Schools, will be appointed Colonel. Truly, our profession is making noble sacrifices for the defence of the government.

Mr. E. J. RICE, Principal of the Savannah Academy, has resigned his connection with that institution.

BELMONT CO. INSTITUTE.—A Teachers' Institute will be held at Barnesville, commencing Dec. 23d and continuing one week. The instructors and lecturers engaged are Hon. Anson Smyth, M. D. Leggett, E. E. White, A. A. Griffith and D. H. Williams.

LEWIS' NORMAL INSTITUTE.—Dr. LEWIS' Normal Institute for Physical Education, located at Boston, will open its second session of ten weeks, January 2d. Those interested can send to him for a circular. We learn from the *Massachusetts Teacher* that one of the graduates of the first class is confident that his income the coming year will be more than three thousand dollars, by teaching not more than three hours a day. As a common school teacher his annual salary has never been more than one third of this amount. We judge from this that there is gold in Yankee muscles, even in war times.

HOPEFUL.—When in Cincinnati a few weeks since, we found the schools unusually full. We learned from Mr. HARDING, the Superintendent, that their enrollment was several hundred more than for the corresponding period last year. We have found a similar result in all parts of the State, showing very clearly that the mission of the teacher is not to be suspended at present. The Iowa *Instructor* presents a very encouraging report of the schools in that State. Superintendent WELLS reports the Chicago schools full to overflowing.

NEW SCHOOL MAPS.—Prof. GUYOT, author of *Guyot's Earth and Man*, has in course of preparation a series of School Maps. They will be published by Chas. Scribner, New York, in the highest style of art. The maps of the United States and the Hemispheres will soon be completed.

☞ The Day School Bell is not yet received.

☞ See prospectus on fourth page of cover.

Book Notices.

SLATE MAP DRAWING CARDS, Published by Chas. Scribner, 124 Grand Street, New York. Price \$1.25 per set.

We have received from the publisher a set of the above cards. They are put up in packets, each set containing sixteen maps, in a strong portfolio. Eight are printed on a newly-invented smooth, silicious surface, from which ordinary slate, chalk or soap-stone pencil marks can be erased hundreds of times. On these are printed in indelible silver lines, the mere coast-lines of the various countries, to aid the pupil in his first efforts. When he has acquired sufficient skill in drawing and an *accurate knowledge* of the boundaries of countries, the location of rivers, cities, mountains, etc. (the great object of map drawing) he can then use the paper maps, on which are faintly traced only the river systems. The ordinary map drawing cards have been found too expensive for daily use in our schools. The slate cards obviate this difficulty to a great extent, being much cheaper and better. We are satisfied that the facts of local and physical geography must be mainly taught through the *eye* by means of clearly defined outline maps and map drawing.

BRYANT & STRATTON'S BOOK-KEEPING. High School Edition. Published by Iverson, Phinney & Co. New York. Price, \$1.75.

This is a progressive and thorough treatise on the science of accounts, admirably adapted for use in high schools and academies. Unlike most of our school works on book-keeping, which present a few definitions and generalizations, accompanied with business forms — often presented in a most *unbusiness-like* manner — this book is replete with instruction. It teaches the theory of accounts by means of four sets of books — the first three of which represent the business of a single proprietor. At the close of the third set, a partner is admitted, and the business undergoes an important change, making the fourth set both comprehensive and practical. It is written out in full, with numerous auxiliaries. The fifth set shows the forms and routine of a large jobbing and importing business, the materials for which were obtained from an extensive house in New York.

Single Entry books are introduced into the body of the work with ample instructions, with a view of changing to Double Entry. There is also a Farmer's Set, embracing new and important features.

Each set closes with exercises for the learner, and the work with general instruction on practical subjects. The forms are ruled with red ink, and are made otherwise as business-like as possible. The paper, binding and typography are excellent. We believe that a careful examination of this work would secure its introduction into every class in book-keeping in Ohio.

A CHART OF ELOCUTION. By A. A. Smith and W. P. Edgerton. Published by Ingham & Bragg, Cleveland, O. Printed on extra heavy paper 6 ft. 6 in. by 5 ft. 6 in. Price 50 cents.

This chart presents a complete classification and analysis in diagrams, of the principles of pronunciation, punctuation, modulation, emphasis, etc. with appropriate examples for class practice. We saw the chart successfully used by Prof. SMITH in the Institute at Akron. We regard the examples given for practice in expression, etc. as the best feature of the chart, since we place *art* in elocution before science.

The Publishers will send the chart by mail, postage prepaid, on the receipt of 50 cents in postage stamps.

THE LADIES' REPOSITORY. — The November number of this popular magazine contains an "Open Letter from the Publishers." From it we learn that the present circulation is 40,000 — a fact which speaks for itself. The Publishers also appeal to all lovers of a chaste and pure literature to stand by the *Repository*.

Each number contains sixty-four super-royal octavo pages, double column; printed on the finest calendered paper; also, two original steel engravings, besides an elegant title page for the volume, also engraved on steel — making the *Repository* the cheapest magazine published in this country. Terms: Two Dollars per annum, invariably in advance. Subscriptions for the volume. Address: Poe & Hitchcock, C

WILLSON'S FIFTH READER. Published by Harper & Brothers, Franklin Square, New York. Price \$1.00.

The compiler of the "School and Family Series of Readers," here presents the full development of his design, to wit: to give instruction in the art of reading through the medium of scientific knowledge, or, in other words, to make the exercise of reading the means of acquiring useful information. To harmonize these two designs, the reading lessons convey, in as interesting a form as possible, scientific truth, presented in a great variety of forms, with numerous illustrations, unsurpassed in design, fitness or execution.

The Fifth Reader is divided into eleven parts, nine of which treat respectively of perpetology, physiology, botany, ichthyology, civil architecture, natural philosophy, physical geography, chemistry and geology. Part first presents the principles of elocution, and the eleventh, ancient history. Each part concludes with *miscellaneous* pieces, designed to furnish a suitable variety for elocutionary drill.

THE ATLANTIC MONTHLY.—This sterling magazine for November is on our table. The stars and stripes still grace its cover and the purest patriotism fills its pages. Its war articles are "Health in the Camp," "Why has the North felt aggrieved with England?" (excellent in tone and spirit.) "Contrabands at Fortress Monroe," "The Flower of Liberty," and "The Washing of the Shroud."

An article entitled "Concerning People who carried Weight in Life," is of special interest to teachers.

The *Atlantic* is published by Ticknor & Fields, Boston, Mass. Terms: *Three Dollars* a year, postage prepaid by the publishers.

OUR ADVERTISERS.—Osgood & Pearce do our job and press work. They have every facility for doing *first class* work, and what is more THEY DO IT, and on reasonable terms. Riley & Bowles add quite a list of places which use their Readers. Ingham & Bragg say that *Worcester's Dictionary* is the STANDARD for Ohio, and produce their testimony. See advertisements.

☛ The October number is exhausted. Subscriptions can commence with the November number.

Official Department.

"OFFICE OF STATE SCHOOL COMMISSIONER, }
COLUMBUS, OHIO, December 1, 1861. }

Statement. At the election of local director, held in a certain sub-district two years ago last April, two persons received an equal number of votes. The parties then decided the election *by lot*; and the man who won was sworn in, and served as director till last June, without objection from any quarter. Then certain difficulties arose in the sub-district, and one party objected to the legality of this director's election. The township clerk decided that he was not entitled to the office, and appointed another man in his place.

Questions: 1. Was the election valid? 2. If not valid, had the township clerk a right to appoint a director?

Answer. 1. The election was not according to the statute, and was, therefore, not valid. A tie vote is simply a failure to elect; and another ballot should have been taken, either at the time, or at an adjourned meeting. Or a special meeting might have been held, according to the 4th section of the law. The provision for casting lots in case of a tie vote, found in the 2d section, had regard, not to the *election* of directors, but to the *duration* of their official terms; and was intended to apply exclusively to the first election held under the law. 2. The vacancy was not one which could be filled by appointment by the township clerk. It was a failure to elect, and therefore a special election should have been called, according to the 4th section of the statute.

It may be proper to remark here, though the matter is not involved in the inquiries presented, that the acts of this director, chosen by lot, are valid and binding. Had another director been chosen at a special meeting, and had the one who was chosen by lot still claimed a right to hold and exercise the office, the question between them could be properly settled only by a writ of *Quo Warranto*.

Statement. In ——— township it has been the custom to divide up the contingent fund among the sub-districts, and leave it in the hands of the clerks, to be paid out by them as it may be needed.

Question. Is this practice in accordance with the School Law?

Answer. It is my decided opinion that such funds should be retained in the custody of the township treasurer, until drawn out on orders of the Board of Education for the payment of *specified* expenses. See School Law, section 24.

Statement. The local directors of a sub-district in Porter township, Scioto county, Ohio, engaged a teacher, by written contract, on the first day of June, 1861, for the term of six months, commencing September 9th, 1861, for \$40 per month. The Board of Education of that township met on the 16th of September, and passed a resolution instructing the clerk to give no orders on the treasury for more than \$33½ per month. The clerk then gave written notice to the local directors in the sub-district referred to, that any certificate given by them for more than \$33½, would be considered null and void.

Question. Would the action of the Board affect that contract, made on the first day of June?

Answer. It is my opinion that the resolution of the Board of Education can not be retroactive; consequently the contract remains valid. *Ex post facto* laws and rules are to be held as void. The teacher can collect the full amount specified in the contract.

ANSON SMYTH,

School Commissioner.

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